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IDENTIFIERS	GOOP; *Guided Occupational Orientation Program

ABSTRACT

The Guided Occupational Orientation Program was developed to help students make realistic plans and decisions about future career preparation, largely by exposing them to extensive study of careers and their prerequisites. The summary of the project report covers the goals, objectives, procedures, accomplishments, evaluation, conclusions, and recommendations. Goals and objectives are enumerated for grades 5-7. The description of the general project design and procedures covers elementary, junior high, and secondary schools. Forty-eight procedures for the program are included describing the procedure or specifying its purpose, student population, instructional staff, methods/techniques, materials, instruments, and a procedural update. This section comprises the main portion of the document. Common procedures for the three levels were: establishment of criteria for staff selection, orientation meetings for staffs, consultant assistance, and community contacts. The results and accomplishments for the project are itemized by each year and by educational level. The evaluation includes three areas: of project management, of components of three levels, and by a third party evaluator. The conclusions and recommendations discuss securing community and staff support to ensure success, curriculum development, and publicity. An 11-item selected bibliography completes the documents. (JB)

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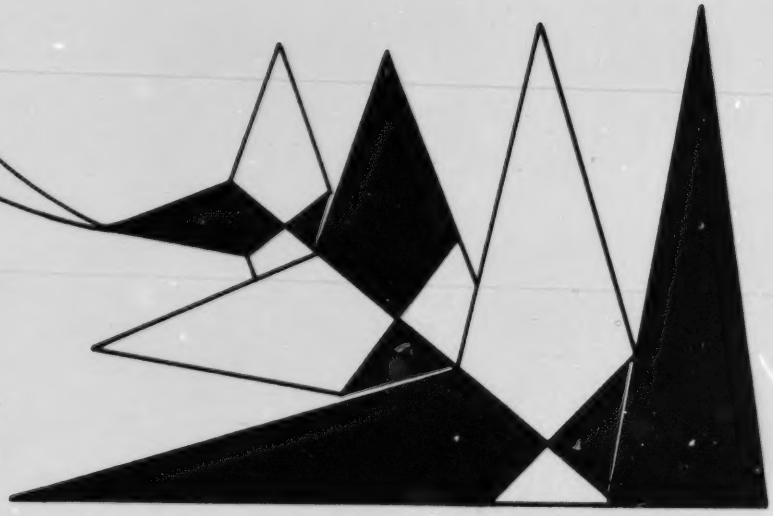
PATHWAY to the FUTURE



Career Education

Guided Occupation Orientation and Training Program

Volume 1

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SYRACUSE
CITY SCHOOL DISTRICT

November 8, 1974

Dr. Sidney High, Chief
Exemplary Programs, Contracts
and Grants Division
U. S. Office of Education
Washington, D.C. 20013

Dear Sir:

I am submitting the Final Report of the Guided Occupational Orientation and Training Program of the Syracuse City School District in four (4) Volumes.

Career Education has been not only a very common phrase but a very important concept in the Syracuse City School District the past several years. The three levels (elementary, junior high, and senior high) have seen many changes that have made our educational system more responsive to the needs of our students.

It has been found that Career Education programs have done basically two things - changed structures of curricula, programs, and education settings, and has brought the education system and the community into closer interaction.

I feel that the Career Education concept has had growing importance in the Syracuse City School District and its progress will continually be expanded. It has not only met the needs of the students, but the community as well. The experience the Syracuse City School District has had has been well shared with other school districts throughout the nation, as well as our receiving and utilizing information from many other programs.

The program has been successful chiefly due to the personnel involved, not only in its planning but in its implementation. As a total team, these individuals have made Career Education in Syracuse a vital concept. We also recognize that no project can be successful without the assistance of a good evaluation team as provided by Educational Services, Incorporated, and the support of the Office of Education.

The city school district is continuing its Career Education Program, K through 12, with a combination of funding from the Occupational Division at the State Education Department and local funds. The state funds support a comprehensive elementary program, and the local district has committed itself to four professional positions from elementary through high school. Upon termination of Life Centered Curriculum funding, the district has committed its supervisory staff to monitor the program.

I wish to express my personal thanks and that of the district to you for your efforts in our behalf and wish you continued success with your programs of Career Education throughout the nation.

Cordially yours,

Hans H. Lang

Hans H. Lang, Director
Occupational & Continuing
Education

/ea

FINAL REPORT

PROJECT NO. 0-361-0143
CONTRACT NO. OEG-0-71-1028 (361)

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
CONDUCTED UNDER
PART D OF PUBLIC LAW 90-576

VOLUME I

Mr. Hans Lang, Director
Syracuse City School District
409 West Genesee Street
Syracuse, New York 13202

July, 1974

FINAL REPORT

PROJECT NO. 0-361-0143
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The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

VOLUME I

Mr. Hans Lang, Director
Syracuse City School District
409 West Genesee Street
Syracuse, New York 13202

July, 1974

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5. SUMMARY OF THE REPORT

5. SUMMARY OF THE REPORT

(a) Time period covered by this report -

February 1, 1971 - July 31, 1974

(b) Goals and objectives of the project -

1. To present to youth in an understandable way, the world of work and career planning.
2. To encourage youth to realistically aspire to job careers and job goals commensurate with their potential.
3. To establish inservice education programs for educators to present occupational information to students in a systematic procedure.
4. To adequately prepare low socio-economic disadvantaged and academically deprived youth for success in our complex social and economic society.
5. To provide greater understanding and information to educators, parents, students, employers of the dignity, worth, the satisfaction derived, the opportunities available and the contributions that can be made from all levels of occupation.
6. To develop a plan of cooperation between public education and manpower agencies to the end that both share responsibility for job preparation of all students.
7. To encourage and guide students to continue their secondary education - general and occupational.
8. To identify through school records and attract through elicitation in-school and out-of-school youth who need occupational education and successful on-the-job training.
9. To find meaningful job placements where a student will have an environment in which he can succeed and develop self respect and dignity through cooperative efforts of the school district, New York State Employment Service, and the community at large.
10. To provide occupational orientation and continuing information for career planning and advancement.

(c) Procedures followed -

The project is composed of three (3) components - elementary, junior high school, and senior high school. Certain common procedures were employed to make the project operational at all three levels. Among these were -

1. Selection of staff for the program, e.g., criteria was set up for the hiring of an elementary project coordinator, interviews were held, and a selection was made

5. SUMMARY OF THE REPORT - continued

2. meetings were held with school staffs to orient them to the Guided Occupational Orientation Program
3. consultant assistance was provided to each of the schools which were committed to the project
4. contacts were made with local business and industries in order to involve them in the program

Other procedures were employed by only one or two grade levels. While a method or procedure might appear to be identifical for different levels, the approach could be radically different. Approaches between schools at the same grade levels often needed different techniques.

In all, forty-eight (48) distinct procedures have been identified in the project. A breakdown of the procedures indicates that -

15 were common to all three levels
8 were common to the elementary and junior high level
6 were common to the junior high and senior hign level
7 were unique to the elementary level
6 were unique to the junior high level
6 were unique to the senior high level

An important conclusion that is to be drawn from this is that different methods, materials, and implementation activities are needed when attempting such a wide program.

(d) Results, accomplishments

The Guided Occupational Orientation Program is constantly having an impact on the Syracuse City School District. The program's success enable the funding of the elementary program which, in turn, brought about a revision of the Social Studies curriculum, grades K-6.

The junior high program has seen a constant demand from teachers, counselors, and administrators to provide services in order that school settings may integrate career education experiences into a regular curriculum. The program provides the "bridge" between the educational system and the community.

At the high school level, there are options for every student - alternative school programs with very significant results, work-study experiences which enable growing numbers of students to gain experience and salary, out-of-school programs from one day to two weeks, and volunteer situations that offer students school credit. Finally, based on requests from the community,

5. SUMMARY OF THE REPORT - continued

an employability orientation program is now available for high school students that would enable them to seek skills, knowledge, and the realization of importance of job satisfaction. This program has been offered to greater growing numbers of students. Last year, over one-quarter of the 2,000 seniors were exposed to employability orientation in its experimental stage. This year's formalized program is expected to reach a greater number of students.

(e) Evaluation -

The evaluation of the project has three distinct parts

- evaluation of project management
- evaluation of components of the three levels in the program
- evaluation performed by third party evaluator

Evaluation of Project Management

The Syracuse City School District has a system for performing the appraisal of its staff members. The Director of the Guided Occupational Programs employs this system with the staff of the program. This appraisal indicates how well the staff member has complied with the duties listed in his job description and how well he has carried out the objectives of the program.

Evaluation of the Components of the Three Levels in the Program

Each level (elementary, junior high, senior high) of the program consists of components. Each component was evaluated with various techniques. The elementary level student is evaluated by pre and post testing of (a) level of awareness of the world of work, (b) attitudes concerning the world of work and occupations, (c) awareness of skills used in occupations, and (d) level of actual experience with tasks and tools used in the occupational world.

The junior high level student was evaluated by pre and post testing of his awareness of (a) alternative career choices, (b) resources available for vocational guidance and career planning, (c) ability to plan future education necessary for a career, and, (d) attitudes towards necessity for career planning.

5. SUMMARY OF THE REPORT - continued

Specific instruments have not been developed for the senior high level students in regard to the project per se. Each of the components of the senior high program is designed with its own built-in evaluation, e.g., the Occupational Learning Center keeps track of the number of days a student is absent relative to the number of possible days of attendance. Senior employability has perfected a pre/post test.

Additional evaluation instruments are used to appraise teachers, business and industry, and parental involvement in the program.

Evaluation performed by Third Party Evaluator

A third party evaluator is mandated by the guidelines of the Office of Education, Exemplary Programs and Service Branch. Our third party evaluator is Education Services, Incorporated of Waco, Texas. Their services included: 1. structuring the objectives of the proposal in such a way that they could be evaluated, 2. aided and assisted in the development of the evaluation instruments, and, 3. made suggestions and recommendations in regard to program management.

(f) Conclusions and Recommendations

After over three years experience with the Guided Occupational Orientation Program we have come to a number of strongly felt conclusions. As a result, we hope these recommendations are closely looked at by school systems, community resources, and other personnel so that they are aided in their development and implementation of career education.

Some of the most outstanding conclusions and recommendations are as follows:

CONCLUSIONS	RECOMMENDATIONS
The success of a career education project depends largely upon the total commitment of the administrative staff of the district and participating schools	Secure support of the district administrative staff and of the administrators of the participating schools prior to implementation of a project.

5. SUMMARY OF THE REPORT - continued

CONCLUSIONS	RECOMMENDATIONS
The teaching staff must be involved in the planning and development of any materials or programs which affect the total curriculum.	Involve the teaching staff in all the planning and development tasks related to preparing materials and programs.
A career education project must involve all the areas of study in which the child has the opportunity to participate.	In structuring a career education program equal emphasis should be given to every subject area.
Career education is the responsibility of the entire community - schools, parents, business, industry, and government.	All planning, implementation, and evaluation of career education projects should be designed to incorporate participation of representatives of the total community.
Career education holds no limits to types of students.	Secure a program to meet all types of needs of individuals. (Surprisingly, many types of students have the same needs, e.g., knowledge and skills in seeking employment.
Community businesses and groups are very cooperative and most of the time will provide some kind of service.	Speak to groups, publicize your need for community support. They will generally provide some kind of service.
Do not mandate involvement by faculties.	The career education concept is sound. Have faculties and communities see a workable program or segment and it will "sell" itself.
Plan on mistakes.	Mistakes <u>will</u> happen. Materials will be developed that may not be used. Keeping cost factors and time in mind, plan for the most

(continued on next page)

5. SUMMARY OF THE REPORT - continued

CONCLUSIONS	RECOMMENDATIONS
	(continued) efficient method of editing (e.g., pocket folders were used for curriculum materials instead of stapling material. This enabled rapid changes.)
Community liaisons with knowledge of the school system and community are vital.	Important for publicity, cooperation and planning are people who represent the school district and have the flexibility to set up community programs. People who know both school and community can be an added plus.

6.(a) PROBLEM AREA TOWARD WHICH THE PROJECT WAS DIRECTED

PROBLEM AREA

1. The school district recognizes that many youth, particularly those from the low socio-economic and academically disadvantaged groups, aspire unrealistically in terms of their own potential to job careers and job goals. They view life as offering two alternatives: a welfare existence or a plush world resulting from a college education. They are unaware of the fact that one can have a good life even if he does not attend college; that the bulk of available job opportunities lies in the semi-skilled and skilled job areas.

2. All too often, academic failure and the resulting frustration to the student lead him to believe that future achievement in life is as unattainable to him as his success in his present role - that of a student in a college oriented curriculum.

This "failure pattern" is well in evidence by the intermediate (grades 4-6) years in school. Many children by that time are several years below grade level in the academic skill areas necessary in today's curriculum. This is the seed bed for the future drop out, the behavioral misfit - planted by academic failure in the primary grades.

By junior high age then, the child has patterned himself into the life of a non-achiever; the pattern of his future life. If steps are to be taken to adequately prepare this youngster for life, they must be taken early. This is a preventive program, aimed at developing an in-depth awareness of requirements, training and responsibilities necessary for success in the world of work. Beginning with the 6th grade and intensifying through the 9th grade, the curriculum will be modified to include occupational information and skill attainment as inseparable parts of the learning process.

The Guided Occupational Orientation Program seeks to help students make realistic plans and decisions about future career preparation, largely by exposing them to extensive study of careers and pre-requisites for careers. Statistics point up that less than 15% of the students currently enrolled in high school will graduate from 4-year colleges, while Syracuse's high schools have approximately 70% of their students enrolled in general academic, college preparatory curricula; these statistics point up a need for intensive counseling and study of realistic career alternatives. Secondly, given the interest of students in employment, such interest can be tapped and channeled into basic skill areas by approaching science, social studies, English, and mathematics through career exploration.

6.(b) GOALS AND OBJECTIVES OF THE PROJECT

SPECIFIC OBJECTIVES FOR 5TH AND 6TH GRADES	SPECIFIC METHODS OF EVALUATING OBJECTIVES
1. Given an array of career choices (via Career Center Classroom presentations) students will select vocations to study in depth.	1. Checklist of Careers Studies, checklist of instructional methods used by each student and Career Study Achievement Test.
2. Upon selection of vocations to study, students will participate in interviews for information regarding job opportunities, training needed, remuneration, opportunities for advancement and desirable personal characteristics.	2. The teacher will maintain a checklist regarding the kinds and number of interviews the student has participated in.
3. Given opportunities to conduct interviews, students will take notes and organize data derived from interviews, as well as learning about the occupation itself.	3. Students will use Standard Interview Sheets during the conduct of each interview. The sheets are turned over to the teacher for checking.
4. Given identity of students interested in similar vocations, students will join groups in quest for and sharing of information, allowing for group participation, as well as occupational career information.	4. Teacher observation to ensure that children are grouped by career interest.
5. Given printed and non-printed resource material, students will gather additional information, allowing for individual learning and self-motivation.	5. Completion of student Individualized Career Study (ICS) Packet. Completion of the packet indicates that the student has used printed and non-printed materials.

6. Given general outline for career information quest, student or students in groups will organize scrapbook of data collected, to be used as a reference source for himself and other students.	6. The completion of scrapbook according to teacher designed standards.
7. Given opportunity to collect background information, students will be able to discuss merits of one career as compared with another in group situations (based on information rather than emotion or off-the-cuff opinion) to provide better knowledge re careers.	7. Teacher observation and teacher checklist of student activities.
8. Given task of making some career options, student will consult resource people to get additional information and to help him make some tentative decisions.	8. Record will be maintained of completed interview sheets, field trips and school visits by resource people.
9. Given exhibits to view and opportunities to take field trips, students will ask questions other than those suggested in the ICS.	9. Teacher observation.
10. Given opportunities to take field trips, student will help in planning the trip, i.e., deciding what information he needs, which people or department upon which he might concentrate.	10. Completion of teacher checklist of student activities.
11. Given opportunities for field trip or interview, student will prepare a report to share information received.	11. Completion of teacher checklist of student activities.

12. Given set of basic questions relating to various careers, students can answer questions regarding three career choices.	12. Pre and post test.
13. Given a choice of seven (7) skill-experience labs, the students will select and participate in the three (3) skill-experience labs. (NOTE: A skill-experienced lab is a small area wherein materials and equipment relating to a specific occupation are located. The labs are housed within a Skill Trainer Van, which is a mobile occupational center which travels from school to school.)	13. Completion of three (3) Student Skill Activity Packets. These packets include a pretest, "hands-on" activities (e.g. operating an adding machine), and a post test.
14. The teacher will increase the level of individualized instruction in the classroom.	14. The mean level of Individualized Career Study Packets per child will be at least 2.0.
15. Business and industry will become involved in the elementary program in a designed and measurable fashion.	15. The percentage of business and industry contacted which: (a) developed or participated in one or more of the 17 Career Center exhibit booths available. (b) Carried out school room visits. (c) Allowed field trips by students where allowable by law will be recorded.
16. The parents will increase their level of interest and amount of participation in classrooms, as a result of the program.	16. Number of classroom visits per parent, listing of contributions, and percent of parents visiting per classroom as part of the project will be recorded and reported by classroom teachers.

Following are the objectives which were included in the original proposal for the junior high school program:

17. Provided with the total junior high school occupational orientation, the student will show a desire and be able to make a tentative selection of career education that he will pursue in senior high school.

18. Given the opportunity to learn about and discuss occupational information in all classes, student will become inquisitive and develop the habit of asking questions and seeking more assistance in making career decisions.

19. Provided with introductory occupational experiences, the student will approach the related occupational simulation in the classroom with increased attention and proficiency.

20. Provided with individual and group counselling, the student will better understand himself and how he can prepare for the world of work in line with his interests and abilities.

21. Given related occupational education in each subject area (English, Social Studies, Science and Mathematics), the student will show improvement especially in communication, computation and citizenship.

22. Provided with integrated occupational learning (fusion of occupational instruction with general academics), student will become involved in doing reports, projects and other activities that are meaningful for career planning.

23. Provided with school occupational orientation - parents will encourage and support their children's involvement in the program.

After consultation with the third party evaluator (Education Services Incorporated, Waco, Texas) it was decided that the following specific objectives based on foregoing proposed objectives would be used to evaluate the seventh (7th) grade program.

OBJECTIVES FOR 7TH GRADE	EVALUATION
24. Students will be aware of more alternative career choices.	24. Listings of alternative career choices and interest intensity score on a five point scale.
25. Students will be aware of more resources for vocational guidance and career planning.	25. Increased resource awareness as indicated by a statistically significant difference for sources which students listed as being familiar with and/or having utilized.
26. Students will demonstrate improved attitudes toward school and toward necessity for career planning.	26. Scores on five point attitude test will be recorded and statistically significant difference will be determined.
27. Teachers will increase offerings in individualized instruction, small-group instruction, pupil-teacher planning.	27. The percentage of time spent in individualizing instruction, small group instruction, and pupil-teacher planning will be recorded.
28. Teachers will demonstrate increased cooperation in school curriculum-planning.	28. The time spent in meeting with other teachers will be recorded, as well as the number of meetings held.
29. Teachers will become knowledgeable about the role of the City School District in preparing its students for vocational goals.	29. A questionnaire will be designed to measure teacher knowledgeability concerning student vocational goals.
30. Parent-school communications relative to students' vocational planning will increase.	30. A questionnaire will be designed to measure extent of parents' awareness relative to student's vocational planning.

31. Community and business will become directly involved in the role of the Syracuse School District in preparing its students for vocational goals.	31. The number of acceptances of students or class inquiry by business and industry will be recorded on an instrument to be developed.

The third party evaluator (Educational Services Incorporated, Waco, Texas) and the project administrators have a confirmed date: February 19, 1972, to meet and discuss specific objectives for the 8th and 9th grade program. And outline general objectives for the senior high schools. The specific objectives for the 8th and 9th grade program will be based on original proposal objectives for the junior high program.

SENIOR HIGH SCHOOL OBJECTIVES	EVALUATION
32. At least 75 percent of the contracted students will have at least 80 percent attendance per month.	32. The number of attendance days per month will be recorded for each student.
33. At least 80 percent of the employed students will report a satisfying work experience and at least 95 percent job attendance per student per month.	33. Counselor Interview - An instrument will be developed which will provide a rating of personal satisfaction with the job. Job attendance per month will be recorded.
34. Students will improve in academic achievement in at least three subject areas.	34. Pre and post test - Achievement scores will be compared to determine statistical significance.
35. Students will develop a positive self concept.	35. A profile will be constructed for each student based on a self-concept inventory. Scores upon entry into the program will be compared to those at the end of the school year to determine statistical significance.
36. The vocational sophistication level of students will improve significantly.	36. The Vocational Interest and Sophistication Assessment (VISA) mean sophistication scores will be used to measure statistical significance.
37. Teachers' level of vocational interest and outlook will improve significantly.	37. The Vocational Interest from Teachers Assessment (VITA) will be used to determine statistical significance by comparing first of year and end of year scores.
38. The level of vocational interest for guidance counselors will improve significantly.	38. First of year and end of year scores on the VITA will be compared to determine statistical significance.
39. The level of vocational interest for high school administrators will improve significantly.	39. First and end of year scores on the VITA will be compared to determine statistical significance.

6.(c) DESCRIPTION OF THE GENERAL PROJECT DESIGN AND THE PROCEDURES FOLLOWED

CAREER EDUCATION
in the
Syracuse City School District

Below is a brief description of career education programs in the Syracuse City School District. Although many programs are relating career education to their own areas we have just listed those mentioned as part of the Guided Occupational Orientation Program.

In the left hand column you will find general missions (awareness, etc.) and grades or learning levels, followed by a brief description of the program.

Awareness

Life Centered Curriculum Unit Titles

The units below are incorporated into a newly revised Social Studies Curriculum for the elementary schools

Grade	PEOPLE	PLACES	POSSIBILITIES
K 1 (Lower Primary)	Little People The Family	Our Community Today	Goods & Services
2 3 (Upper Primary)	The World of Me The World of Us	Hometown - Syracuse	Leisure Time Changing Roles in the World of Work
4 (Lower Intermed)	Famous People As Workers Communications	Syracuse Long Ago Contributions of Immigrants	People Seek New Places Rewards for Work
5 (Mid-Intermed)	Who Am I? - Where Am I Going?	North & South of the Border Let Freedom Ring From Coast to Coast The Story of Our Country	Who Am I? - Where Am I Going? History of Labor
6 (Upper Intermed)	A World of People	World Communities Growth & Spread of Civilization	The Worlds of Tomorrow Occupational Cluster Clusters Economic Challenges

The highlights of the elementary program are the Skill Center and the Career Center.

For further information, see Procedure Nos. 1-14, 29, 37, 39, 42.

Orientation and Exploration		Guided Occupational Orientation Program
Gr.	Goals	
7	Who am I and how do I fit in the World of Work?	1) Integration of Career Education into curricula by using career education materials, resource speakers, field trips, AV materials, team teaching approaches, Career Days, Career Planners (9th Grade), etc. *For further information, see Procedure Nos. 1, 2, 14-23, 29, 30, 35, 36, 42, 43, 44, 47.* 2) Out-of-school programs such as work study (S.W.A.P.), Volunteer Programs, Upstate Medical Center Program (students are given on-the-job experiences in a hospital setting that involves many careers. *For further information, see Procedure Nos. 26, 32, 44.*
8	What are my opportunities in the World of Work which relate to my interests?	
9	What is my career preference and how do I prepare?	
Gr.	Goals	
10	What are my first steps in my training program and should I alter my plan?	1) The regular high school program is also concerned with integration of Career Education into existing curricula. In addition, the "Careers in Perspective: An Employability Orientation Program for High School Students" will be offered by Social Studies Departments at the high schools. Its purpose is to prepare students to enter the world of work when he or she is ready. Six units, utilizing audio tapes, video tapes, and resource materials, are: (continued on next page)
11	How do I complete my training program?	
12	Post-graduation plans for career development with alternatives.	

Orientation and Exploration

Guided Occupational Orientation Program

1. Job Information Sources
2. Mechanics of Getting a Job
3. Wages, Deductions, and Fringe Benefits
4. Labor Standards and Legal Rights
5. Successful Job Performance: Attitudes and Responsibilities
6. Obtaining Future Counseling

For further information, see Procedure Nos. 22, 31, 41, 44.

2) PACE (Programs for the Advancement of Career Education) has been designed to meet the needs of students with special interests who have the potential for a post-secondary academic education but are not "living up" to that potential. Its programs have been Allied Health, Executive Secretarial, Engineering, Retail Business Management.

For further information, see Procedure No. 27.

3) The Occupational Learning Center is an alternative program for students who are not experiencing progress or success in a regular high school setting. It is an individualized program of occupationally oriented instruction, guidance and career training in school or on-the-job setting that prepares students for the world of work and/or further education.

For further information, see Procedure Nos. 22, 25.

Orientation and Exploration

Guided Occupational Orientation Program

4. Work-Study Programs cover students with varied interests and needs.

For further information, see Procedure Nos. 23, 26.

This project was designed to modify a school system so the resulting program will recognize occupational information and skill attainment as inseparable components of learning stages and exercises from pre-school and kindergarten through senior high.

Orientation (through Social Studies) commences at the start of primary education and continues through the fourth (4th) grade. Beginning with the fifth (5th) grade, Guided Occupational Orientation and skill training commences and the "learning by doing" process is intensified. This is made possible by the Skill Center and Career Center. This effort continues through junior high and senior high by means of integrating career education into existing curricula, counseling, exposure to business community by students, field visitations, and general work experiences in order to ensure a comprehensive project.

The format of this section will consist of the various procedures adapted by the project members in a general chronological order. The first Interim Report (February, 1972) consisted of twenty-seven (27) procedures; the second Interim Report consisted of Procedures 28 through 40; the last year of the program consists of Procedures 41 through 48. Each earlier procedure which follows in a general chronological order is made current when necessary by a section called *Procedural Update*. This section will include latest problems encountered, recommendations, and other vital information necessary in implementing such procedure.

PROCEDURE NO. 1 - MEETING WITH ELEMENTARY PRINCIPALS TO EXPLAIN AND DISCUSS PROPOSAL

A meeting was held with the elementary school principals to explain and discuss the Guided Occupational Orientation Program. The meeting was conducted by the Project Director and the Supervisor of Elementary Education. Highlights of the meeting were as follows:

- The concept of career education was explained, discussed, and reactions were sought.
- The impact of career education on the total school program was explained.
- The preferred use of individualized methods of instruction in career education was emphasized.
- The proposed career education for Syracuse would have two phases - a career awareness phase and a skill phase.
- Review of career information and skills which children were already receiving and how such information and skills were to be interwoven into a more formalized career education program.
- The response on the part of the people attending the meeting was enthusiastic and implementation of the project was recommended.

Student Population - None involved at this time.

Instructional Staff Involved - Project Director, Supervisor of Elementary Education, Elementary Principals.

Methods - Joint meeting to involve staff.

Materials - Copies of proposal were distributed.

Instruments - None.

Techniques - Involvement

Procedural Update - None

PROCEDURE NO. 2 - SOLICITATION OF COMMITMENT FROM THE SCHOOLS TO THE PROJECT

The intent of the project director was to secure commitment to the project from seventeen schools.

Criteria was established for school selection which included:

(a) large number of students identified as being in the disadvantaged economic group.

(b) large number of students identified as being educationally disadvantaged.

(c) willingness on the part of the school staff to make a commitment to individualized instruction.

(d) willingness of the staff to make a commitment to the concept and implementation of career education as part of the total school curriculum.

(e) willingness of the principal to make this project a vital part of the total school curriculum.

Of thirty (30) elementary schools which showed an interest, both public and non-public, in the project, seventeen (17) elementary schools including twelve (12) public and five (5) non-public schools were selected.

Student Population - None involved at this time.

Instructional Staff Involved - Project Director, Supervisor of Elementary Education, Elementary school Principals and staffs.

Methods - Joint meeting; individual school meetings.

Materials - Outline of proposal was distributed.

Instruments - Selection criteria.

Techniques - Staff involvement.

Procedural Update - The career education staff at both the elementary and secondary level feels that target population of a career education project should be the entire student population, not any specific group, i.e., career education should not be geared to "those who will never go college".

PROCEDURE NO. 3 - PROJECT STAFF WAS SELECTED

The proposal project called for the following positions: elementary coordinator, and one (1) helping teacher.

The elementary coordinator had to possess the following qualifications:

- certification in Industrial Arts
- teaching experience in the elementary school
- work experience in business or industry
- abilities to administer, develop, design, implement, and evaluate the project.

Approximately ten (10) candidates were interviewed, five (5) met the qualifications, and final selection was made.

The helping teacher had to possess the following qualifications:

- elementary teaching certification
- teaching experience in elementary school
- background in curriculum development
- experience in conducting inservice workshops for teachers especially in the area of individualized instruction.

Approximately eight (8) candidates were interviewed and final selection was made.

At this point the staff was hired and the project was ready to move forward to actual implementation in the seventeen (17) elementary schools.

Duties - Coordinator

a. Make contacts with business and industry for contributions of displays for Career Center.

b. Make contact with business and industry for field trips for students.

c. Equip skill lab van and careers information center.

d. Assist in developing career study units. (LAPS)

e. Develop Skills Lab Curriculum (hands-on exposure to skills necessary in the areas of distribution, health, home economics, office, trade, industrial, and technical careers).

PROCEDURE NO. 3 - (continued)

f. Assist classroom teachers in choosing projects and models, to be constructed in the Skills Lab, to be used back in classrooms in the related social studies, math, and science curriculum.

g. Conduct (with help of classroom teachers and teacher assistant) implementation workshops.

h. Survey available materials for selection for use in Career Study Units and Skill Trainer Van unit.

i. Purchase materials and equipment needed.

j. Coordinate production of Career Study Units and Skill Lab Curriculum.

Duties - Teacher Assistant

Help coordinate implementation of program (see duties and responsibilities of coordinator).

Duties - Skill Teacher

Upon implementation of the program in the schools, the project director and coordinator identified that the project required an additional staff member.

The logistical and administrative requirements of the project were such, that the coordinator could not perform his administrative duties effectively and fulfill his teaching responsibilities. A decision was reached to hire a skill teacher, to perform those teaching duties as previously described as coordinator's duties.

Student Population - None involved.

Instructional Staff Involved - Project Director, Supervisor of Elementary Education, Superintendent of Schools.

Methods - Advertisement of Positions

Materials - None

Instruments - Administrative Bulletin, local newspapers.

Techniques - Interviews.

PROCEDURE NO. 3 - (continued)

Procedural Update - It is now felt that an industrial arts certification may be one of the requirements for career education implementation but, more important, is a strong background in elementary education. Business experience, while not essential, is helpful.

It is essential that program leadership have a high degree of credibility with the teaching staff. Bringing in "outsiders " or people not recognized by staff as having elementary experience may jeopardize chances of program acceptance.

PROCEDURE NO. 4 - MEETINGS WITH PARTICIPATING SCHOOL STAFF (ELEMENTARY)

A series of three meetings were held, each consisting of elements of total elementary staff involved in the project, for further orientation to the program. Each participant was given a copy of the proposal and its specific parts were discussed and questions answered. Time was spent in discussing the implications of the project in respect to the present curriculum and the general philosophy of career education. The project staff was introduced and their function explained.

Student Population - None involved at this time.

Instructional Staff Involved - Project Director, Supervisor of Elementary Education, Coordinator and Helping Teacher.

Methods - Groups of individual school staffs.

Materials - Overhead presentation and proposals.

Instruments - General orientation.

Techniques - Staff involvement

Procedural Update - Active involvement by audience (staff to be involved) is necessary for a "true picture" of program. If student activities are actually performed rather than discussed more interest and understanding will take place. This method has worked.

PROCEDURE NO. 5 - SELECTION OF SAMPLE MULTI-MEDIA MATERIALS AND EQUIPMENT RELATED TO CAREER EDUCATION

It was anticipated that many of the children who would benefit from the project would have reading difficulties - therefore, the staff made a search of multi-media materials. Approximately $10,000 was invested in materials and equipment.

Examples of books concerning trades which were purchased:

Voice of Tools and Machines
How People Earn and Use Money
How People Live in the Big City
The Jobs You Get
The Person You Are
The Newspaper You Read

Examples of filmstrips which were purchased:

The Job Interview
The Nurse's Aide
The School Cafeteria Worker

Examples of films which were purchased:

Just a Secretary
Just a Teller
Looking for a Job
Big City Workers

Other types of materials purchased:

Transparencies such as "Everyday Economics"
SRA Lab - "Widening Occupational Roles Kit"
Guidance Materials - "A Book About Me, "What Could I Be?"

Examples of Audio-Visual equipment which were purchased:

Tape recorders and head sets
Filmstrip previewers
Filmstrip projector
Listening Centers
Movie Projector

Examples of Miscellaneous Materials and Equipment which were purchased for the Career Information Booth in the Movile Skill Trainer Van:

General Mechanics Tool Sets
Instructional Supplies (lumber, nails, metal, glue, solder, etc.)
Shop Tools (hammers, saws, electric drill, etc.)

PROCEDURE NO. 5 - (continued)

Student Population - None

Instructional Staff Involved - Coordinator, Helping Teacher, Supervisor of Elementary Education.

Methods - Joint meetings

Materials - Catalogues of career education materials.

Instruments - Not applicable

Techniques - Not applicable

Procedural Update - Special attention should be paid to selecting non-sexist publications and materials relevant to all minority groups.

PROCEDURE NO. 6 - SELECTION OF WRITING TEAM STAFF AND THE DEVELOPMENT OF CURRICULUM MATERIALS FOR CLASSROOM ACTIVITIES AND SKILL TRAINER VAN ACTIVITIES

In the preparation of the proposal, it was recognized that educators were not adequately prepared to present occupational information to students in a systematic procedure. Rather than enter into an extensive re-education of the school district's teaching staff, curriculum materials were to be prepared in the form of individualized instruction. A policy to move in this direction in all subject areas had been previously adopted by the district.

Criteria for selection of writing team:

(a) Preference would be given to 5th and 6th grade teachers from the schools selected for participation in the project.

(b) Teachers selected were to have had experience in development of curriculum materials (not necessarily individualized instruction).

(c) Teachers selected were to have been observed as having displayed an imaginative approach to their lesson presentations.

(d) Preference would be given to teachers who had indicated flexibility in their approach to curriculum structure.

A team of ten (10) teachers were selected and notified of the forthcoming curriculum writing workshops.

The ten (10) elementary teachers (5th and 6th grade level) who were selected to write materials, which would be used for classroom activities, met for a period of two (2) weeks.

Using the previously purchased multi-media materials the team wrote twelve (12) Learning Activity Packages*, and a general orientation unit.

For example, a non-reader may be exposed to a particular content by listening to a tape. A student of average reading ability may read the material as written. A better student may be given the material in greater depth and at a higher level of sophistication. Films, filmstrips, records, tapes, library books, and all types of materials will be utilized in LAPS. The LAPS include pre and post tests.

*A Learning Activity Package is a unit of work written for students to pursue individually. The content is written on three (3) different reading levels. Reading level, time, and style are varied to suit individuals, utilizing a multi-media approach.

PROCEDURE NO. 6 - (continued)

The titles of the Learning Activity Packages were -

1. Policeman
2. School Workers
3. Dentistry
4. Post Office Worker
5. Secretary
6. Telephone Worker
7. Civil Engineering and Jobs Related to That Field
8. Newspaperman
9. Restaurant Workers
10. Forestry Workers
11. Auto Workers
12. Nursing
13. Orientation to the World of Work

The Learning Activity Packages were used for the Classroom Activities.

Following the development of the LAPS, three (3) members of the writing team and the project staff, edited and printed fifty (50) copies of each LAP for use in a summer workshop. Additionally, classroom management and evaluation instruments were designed and printed. These included a teacher's manual, a schedule, LAP progress sheets, teacher control sheets, career program information manual, and bibliographies. (See Appendix - Vol. III, Sect. D)

This completed the classroom curriculum package as far as printed materials were concerned.

Student Population - None

Instructional Staff Involved - Ten (10) elementary teachers, Coordinator, two (2) elementary helping teachers, Project helping teacher, and LAP Consultants.

Methods - Workshops for two (2) weeks for teachers. Instructional materials, books, papers, etc.

Instruments - LAP progress sheets, teacher control sheets.

Techniques - Substitute teacher to release classroom teachers.

Procedural Update - Based on the first year's use of the curriculum materials described above (and in Procedures 11 and 12) a six (6) member writing team met and revised the learning activity packages into a standard format which included both learning and enrichment activities related to the nature of the work, requirements of the job, conditions of work, and future of the job. Standard items also developed for each career study were

PROCEDURE NO. 6 - (continued)

Procedural Update - continued

Standard items also developed for each career study were pre and post tests, glossaries, bibliographies and interview sheets. The number of studies, renamed "Individualized Career Studies", was increased to twenty-one (21), with three ability levels of each. Additionally, a teacher's manual was developed.

A recommendation that must be made is that career or job families being represented should cover the professional areas as well as skilled and semi-skilled areas. Many individuals identify this program with semi-skilled workers because of the titles.

PROCEDURE NO. 7 - RESOURCE KITS WERE DESIGNED AND PREPARED FOR LAP IMPLEMENTATION

As stated in the proposal, under general design, the learning approach is highly individualized in terms of the pupil's career interest as well as his ability to find and assimilate information. The LAP directs the student to a specific piece of resource material in a quest for information. Some children can easily complete their quest through the media of written material, while others require visual and audio stimuli.

A survey of the elementary schools, involved in the project, disclosed that each was lacking in both the equipment and resources necessary to pursue the LAPS. In order to make it possible for the student to accomplish this self directed type of study, Career Study Kits were designed. Twelve (12) career study kits, contained in foot lockers for mobility and transportation purposes, were constructed. Three (3) cassette recorders, three (3) head sets, one (1) multiple outlet extension cord, and two (2) rearview filmstrip viewers made up the equipment for each kit. The resource materials consisted of fifty (50) hard cover books, thirty-seven (37) filmstrips, sixty (60) prerecorded cassette tapes and various folders and pamphlets in each kit. The twelve (12) Career Study Kits were to be scheduled on a rotating basis, spending a period of approximately three (3) weeks in each classroom.

All kits contained inventory lists and classroom management instructions so that they could be managed by the students.

Student Population - None

Instructional Staff Involved - Elementary teachers, Coordinator, Helping Teachers, and LAP Consultants.

Methods - Survey, writing sessions.

Instruments - Not applicable.

Techniques - None

Procedural Update - An additional two (2) kits were fully equipped in 1973. The total number of books in each kit is now seventy-seven (77); filmstrips - fifty-eight (58); cassette tapes - ninety-nine (99); folders of pamphlets and loose materials for each of the twenty-one (21) career studies.

A workable system of inventorying items in each kit before and after each classroom usage was implemented. It is essential that adequate staff be provided for the maintenance of this function.

PROCEDURE NO. 8 - DESIGNED, A SKILL TRAINER VAN AND CAREER CENTER

In planning and writing the proposal for the project, it was determined that in order to create student interest in the area of career studies, the student needed -

1. Exposure to a variety of occupations.
2. "Hands-on" experience related to those occupations.

A technique used to ensure exposure to a variety of occupations was to have a Career Van.

Another experience needed was "hands-on" activities related to certain occupations. (NOTE: "Hands-on" activities refers to, e.g., using an adding machine). There were no facilities or equipment to give the child this "hands-on" experience existing in the elementary schools. The secondary schools could not offer the facilities or equipment to service the elementary children, due to space and time limitations. Even if the time and space problems were overcome, the types of shops and equipment were not suitable to elementary children.

Three (3) alternatives were discussed as to how to meet this situation.

Alternative	Decision
1. Locate a facility in each elementary school for "hands-on" activities.	1. Too costly
2. Bus children from many schools to one facility for "hands-on" activities.	2. Time limitations
3. Bring the "hands-on" facility to the school by means of locating it in a movable van.	3. This alternative was selected.

Upon investigation of the availability of vans, it was felt that converted mobile home units would be sufficient to fill our needs. Upon further investigation it was found that the conventional mobile home type units could only be moved three (3) times. Our plans called for them to be moved a minimum of twenty (20) times per school year. Because the conventional mobile home type units were found to be unsuitable, an alternative type van was sought.

Canvassing rental trailer suppliers, we found a locally based designer and builder - Carpenter Northeast Inc., who had available units requiring little change in needed structural design. Quotation from Carpenter Northeast indicated the cost factor for two units to be prohibitive based on the allocation in the proposed budget.

PROCEDURE NO. 8 - (continued)

A decision was made to allocate the funds intended for the two (2) units to the construction and equipping of a single van to provide the needed "hands-on" experiences (referred to from here on as the Skill Trainer Van). This van would take approximately six (6) months to be designed and built. A detailed description of the van will be given in Section B of this procedure.

A. Career Center

The alternative to the Career Van was to have a school based Career Center. The purpose of the Career Center was to provide students with a first hand exposure to business and industry in the greater Syracuse area. The Career Center was designed to house displays - both pictorial and narrative. The design by which the displays were presented was in the form of study carrels capable of servicing two (2) to three (3) students at a time.

In addition to the pictorial and narrative materials, some related equipment, filmstrips, and listening media, were included in the carrels. The intent was to secure the cooperation of business and industry in helping to equip the carrels, e.g., New York Telephone Company would supply installer's tools, a disassembled telephone, and operator headset for one carrel.

In addition to the materials and equipment to be supplied by business and industry, the project would equip each booth with electrical outlets, cassette tape recorders, filmstrip viewers, and headsets with dual adapters.

A total of twelve (12) carrels were to be constructed by the project representing job opportunities in the areas of -

1. Police Occupations
2. Electronics Occupations
3. Dentistry
4. Business Occupations
5. Schoolworkers
6. Postal Occupations
7. Construction Occupations
8. Restaurant Occupations
9. Hospital Careers
10. Fireman Occupations
11. Telephone Careers
12. Health Careers

In addition to the study carrels, space would be provided for the presentation of filmstrips and movies as well as project office facilities.

PROCEDURE NO. 8 - (continued)

B. Skill Trainer Van (STV)

The original plan of the proposed Skill Trainer Van was that it be equipped as an elementary Industrial Arts Shop. Upon request of the State Education Department, following their review of the project, the concept of the Skill Trainer Van was changed to provide a pre-vocational laboratory expe-rience. This change required that each student now be exposed to the following skill areas:

1. Agriculture
2. Sales and Distribution
3. Health
4. Home Economics
5. Office
6. Trade
7. Industrial/Technical Careers

The specifications for the design of the Skill Trainer Van and an accompanying scale model were drawn up by the Elementary Coordinator. In turn, Carpenter Northeast Inc. drew up the formal proposal containing all specifications and costs for submission to the Board of Education and the Common Council for approval. Once approval was granted, a delivery date was established.

The original proposal indicated that the electrical power was to be provided by the participating school. Upon consultation with the local power company it was determined that this method was too costly. It was recommended that a gasoline powered generator be purchased. After consultation with the STV designer and a local power plant supplier, a generator unit was ordered through state contract. Upon delivery of the STV the installation of equipment, and the connecting of the motor generating unit, the generator was found to be under-powered for the requirements of the unit. This necessitated the ordering of a larger unit. During the period of the design of the STV, the types and quantities of the equipment needed to give the students the skill experiences in the previously mentioned seven (7) skill areas were purchased.

Skill Area	Equipment
1. Agriculture	1. Flourescent fixtures and grow lamps
2. Sales and Distribution	2. Three (3) cash registers (grocery store, restaurant and department store)
3. Health	3. Complete hospital bed, chase doll (sexless), two (2) stethoscopes, two (2) anaroid blood pressure units

PROCEDURE NO. 8 - (continued)

Skill Area	Equipment
4. Home Economics	4. Complete miniature short-order restaurant (tools and utensils, rotisserie oven broiler, food service table, water container, two (2) large sewing machines with tables
5. Office	5. Two (2) Selectric typewriters with tables and various typing elements.
6-7. Trade, Industrial/Technical	6-7. Miniature Industrial Arts Shop, miscellaneous hand tools, moto jig-saw, hand electric drill, saber saw, portable tool panel, movable work benches, electric soldering guns, polaroid land camera.

All equipment was designed to be initially portable in order to implement the skill program while the STV was being constructed. During the period of construction the equipment was trucked from school to school and set up in any available school space.

Specifications and floor plan for the installation of the equipment upon delivery of the STV were drawn up by the coordinator. Special attention had to be given to the securing of all equipment and materials to render them stationary during transit. This was accomplished by the location and installation of D-rings and stretch cables in the floor and walls. NOTE: In the design of the STV unit and power generator, special consideration must be given to state and local building codes and ordinances. The unit is classified as a motor vehicle and must be insured as such. Additionally, state regulations recommend registration and licensing of the vehicle. The unit is designed for minimal vandalism opportunities by the elimination of all windows and/or access points other than steel entry/exit doors. Emergency lighting units are necessary in the event of power failure. Insurance coverage for this unit is less restrictive than that of a school building classroom because it is classified as a motor vehicle.

The relocation of the STV is contracted out to the STV supplier who is responsible for the meeting of all regulations and requirements pertinent to the transporting of this oversized vehicle. The estimated relocation costs were determined to be between $50 and $100 per move, based on weather and traffic conditions.

PROCEDURE NO. 8 - (continued)

Student Population - None involved at this time.

Instructional Staff Involved - Project Director, Coordinator.

Methods - Exposure to variety of occupations, "hands-on" activities.

Materials - Printed, pictorial, audio-visual materials, listening center.

Instruments - None

Techniques - Career Day - Mobile Skill Trainer Van

Procedural Update:

A. Career Center - The number of carrels in the Career Center has been increased to seventeen (17). (See Procedure No. 9)

Student activities in each booth were rewritten to cover the following information for each job family:

- workers -- whether they work with people or tools
- concept of job families
- type of training required

In June, 1974, the Career Center was moved to a larger location - an elementary school that will provide more office and carrel space.

B. Skill Trainer Van (STV) - The STV will be located in the same elementary school. For more information about the STV see Procedure No. 12.

PROCEDURE NO. 9 - CONTACTS MADE WITH BUSINESS AND INDUSTRY FOR ACTIVE INVOLVEMENT IN THE PROJECT

Upon the designing of the Career Center study carrels, we began making contacts with local business and industry in regards to their active participation in the program. Participation requested of business and industry contacted included their furnishing visual and audio material for Career Center Displays, making available resource people for both the Career Center and in classroom activities and establishing cooperatively planned field trips. The following is a list of cooperating local concerns:

General Electric
Niagara Mohawk
Mutual of New York
Allied Chemical
Carrier Corp. (air conditioning)
Manufacturers Association of Syracuse
Bristol Labs (medicine)
Building Trades Association
WHEN-TV
WSYR-TV
WCNY-TV
Syracuse Auto Dealers Assoc.
Fisher Body (auto components)
Lipe Rollway (roller and ball bearings)
Onondaga Health Association
Police Department
Fire Department
Post Office
Upstate Medical Center
Community General Hospital
Mechanical Contractors Assoc.
Herald Journal (newspaper)
Crouse Hinds (traffic signals)
Pass & Seymour (electrical devices)
New Process Gear (division of Chrysler Corp)
New York Telephone Company
College of Forestry
Sanford Fire Apparatus
Library Careers
The Post Standard (newspaper)

Twelve (12) study carrels were built and set up at the Career Center at George Washington Elementary School. The project staff assisted the local business and industry in the installation of the materials and equipment supplied by them.

Student Population - None involved at this time.

Instructional Staff Involved - Coordinator

Methods - Telephone calls, letters, personal contacts.

Materials - Telephone, paper.

Instruments - Not applicable

Techniques - Not applicable

PROCEDURE NO. 9 - (continued)

Procedural Update - There has been continued expanded contact with local business and industry. Results include:

- additional resource people for classrooms
- additional field trip locations
- increased validation of instructional materials
- contribution of slide presentations of local firms, such as Agway (agribusiness), Chappell's (marketing & distribution)
- construction by Niagara Mohawk of a transportable "Career Wagon", designed for elementary children to see, handle, and try on equipment and clothes related to jobs in a power company (includes large pictorial display, lesson plans and most equipment and clothing found on a lineworker's truck) - used by 4,000 children in 1973-74.
- commitment by the Greater Syracuse Labor Council to substantially contribute to the renovation of a school bus for a mobile museum included in the new Life Centered Curriculum program (elementary career education)

PROCEDURE NO. 10 - SUMMER WORKSHOP INVOLVING FORTY-SIX TEACHERS AND ADMINISTRATORS FROM THE SEVENTEEN SELECTED SCHOOLS

During the summer a workshop was held to prepare the staff of the seventeen selected schools to implement the Guided Occupational Orientation Program in their respective schools.

The objectives were -

1. The inservicing of the teachers to the philosophy and objectives of the project.
2. To inservice teachers in the use of individualized instructional materials (LAPS) and media.
3. To develop classroom implementation techniques.
4. To have the teachers, through role-playing and simulation, experience the actual use of the curriculum materials which children would be using. Each teacher was expected to complete each of the twelve (12) LAPS
5. To have the teachers evaluate the individualized instructional materials (LAPS).

Workshop Highlights (duration - one week)

First day
Introduction of project staff and attending administrative personnel to attending participants
Overview of the program objectives
Inservice of participants to the elements of a LAP
Discussion of alternatives considered by writing team
Orientation of skills program and STV

Second day
Presentation of elementary program elements:
a) Pre-program activities
b) Orientation LAPS
c) Career Center visit
d) Career Study LAPS
e) Skills Program
Discussion of classroom management techniques
Review of career information manual
Teachers began actual performance of Orientation LAPS and Career Study LAPS

Third day
Continued working on LAPS
Each teacher prepared a list of identified problems encountered during activities

Fourth day
Panel discussion dealing with teacher identified problems

Fifth day
Teachers completed classroom activities
Suggested outline for classroom implementation was presented and discussed
Teachers made an overall evaluation of workshop
Week's work summarized and workshop closed

PROCEDURE NO. 10 - (continued)

The results of the workshop were generally favorable and two (2) of the twelve (12) LAPS were identified for rewriting. This was accomplished prior to the opening of school in September.

Student Population - None

Instructional Staff Involved - Coordinator, Prcject Director, Supervisor of Elementary Education, Helping Teachers, forty-six (46) Elementary Teachers, School Administrators.

Methods - Small group discussion and writing. Panel discussions, general presentation.

Materials - Workshop materials.

Techniques - Overhead presentation, filmstrip presentation.

Procedural Update - Individual orientation for each of the participating teachers - now thirteen (13) have been conducted continually by the Instructional Specialist (formerly called helping teacher).

PROCEDURE NO. 11 - EDITED AND PRINTED MATERIALS RESULTING FROM THE WORKSHOP

After the conclusion of the workshop, the project staff and reading consultants edited and drew final drafts for printing. Special attention was paid to restructuring languages to fit reading levels and to correct any errors in content.

Of the twelve (12) LAPS, two (2) were completely redone. (Civil Engineering and Post Office Worker). This was because they didn't follow the format and generally referred to resource material judged to be above grade level.

Answer keys were developed for each of the LAPS and LAP progress sheets were developed at this time. All materials were typed and mimeoed. At this point there was a problem - by using mimeographing, the possibility of adding art work to the stencils was limited. It was decided that future printing of materials would be done by the offset method.

A total of 20,000 LAPS were printed. Total cost, including paper, stencils, and labor was approximately $5,000 ($.25 each).

Other activities included development and printing of suggested pre-program classroom activities, e.g., bulletin board displays, the design and preparation of series of overhead transparencies for teaching staff orientation to be used prior to program implementation.

NOTE: LAPS will be referred to from here on in as Individualized Career Studies (ICS)

Student Population - None

Instructional Staff Involved - Project Staff, Reading Consultants.

Methods/Materials - Work sessions, paper, stencils, transparencies.

Instruments/Techniques - Answer keys, Progress sheets.

Procedural Update - Individualized Career Studies revised and are now reprinted yearly. In 1974, each of the sixty-three (63) Career Studies, plus the orientation booklets, underwent major revision to remove sex role stereotyping which had been a concern of a parent's group at George Washington School - the school which housed the Career Center.

PROCEDURE NO. 12 - ORIENTATION OF SPECIFIC SCHOOL'S STAFFS FOR THE PURPOSE OF IMPLEMENTING THE WORKSHOP

On November 2, 1970, the first participating school began its two week orientation into the World of Work. The Career Center officially opened on November 4, in conjunction with the open house of American Education Week and received its first class of students on November 16.

Prior to the orientation phase of the program, principal conferences and teacher reorientation workshops were held at each of the schools. These workshops covered all changes in and additions to the program following the summer workshop and orientation of any personnel not having attended same.

At this time, the format of the Elementary Guided Occupational Orientation Program was ready to be presented. The format and implementation of the program is as follows. Two phases are included - Career Information Phase and a Skill Development Phase.

PROGRAM IMPLEMENTATION

The program is presented in two phases, the career information phase and the skill activities phase.

Career Information Phase

1. A Two week orientation period, involving the orientation study entitled, "An Introduction to the World of Work", serves as an introduction for teachers and students to this individualized type of instruction. Rather than a total group presentation, this instruction is designed for independent learning, written for different ability levels. This two week period allows for thorough development of the purpose of the program as defined in earlier paragraphs.

2. As a kick-off to the next part of the program, each class has a "Career Day", the purpose of which is to provide students with a first hand exposure to business and industry in the greater Syracuse area by means of a field trip to the Career Center. The purpose of the center is two-fold:

   a. to create interest in the Career Studies.

   b. to house displays designed to give students a glimpse into various job categories in existence. Each job category has a general display (pictorial and narrative), some equipment used, a listening center, filmstrip, filmstrip previewer, and other resource materials from business and industry, based on their availability. These displays are equipped through the cooperation of local business and industry.

PROCEDURE NO. 12 - (continued)

The student's visit to the Career Center is of about one-half day duration. During this visit, the Career Center Teacher relates the Orientation study to the in-depth Career Studies which the children undertake after they have returned to their home school. While at the Center, his activities will be in the form of a treasure hunt taking him through the exhibits on a quest for information. His directed activities might include handling tools and equipment, viewing a filmstrip, finding and writing answers to questions from display materials, consultations with the Career Center Teacher, etc.

3. After the visit to the Center, students proceed on an in-depth study of careers by means of ICS's (Individualized Career Studies). These instructional materials are written and revised on a continuous basis by a team of teachers from the schools involved in the program. During this phase, the child selects several career areas to study, his choice being guided by the Orientation Study and the trip to the Career Center. The program continues back in the classroom for approximately one month.

Each Individualized Career Study is a unit of work written for students to pursue individually to meet the four (4) specified objectives, i.e., Nature of Work, Requirements, Conditions, and Advantages. The content is prepared on three (3) reading levels: All three having been written to meet the objectives. Reading level time and style are varied to suit individuals, utilizing a multi-media approach. For example: A non-reader may be exposed to a particular content by listening to a tape. A better student may be given material in greater depth and at a higher level of sophistication.

It is during this period that business and industry play a most important role. Each student has an assignment to interview at least one person who holds a job related to the Career Area he has chosen. The child has a standard interview sheet which aid him in finding out more about the job and opens the door for personal questions he may have on his mind. Also during this period, the students have an opportunity to take field trips to a place of business and see first hand, people actually at work in the jobs he has been studying about. Later, in the class, each child has an opportunity to report to the class, as a whole, as to what they have seen and heard.

These studies are highly multi-modal.

Filmstrips, tapes, books, pamphlets and all types of material are utilized.

PROCEDURE NO. 12 - (continued)

Each Career Study includes a fairly comprehensive study of the complete job area, in terms of the four (4) objectives. Included in each is the Career Ladder approach showing job opportunities from the unskilled up through the professional level. For example, the School Workers Study includes jobs from the custodial staff up through paraprofessional to the level of superintendent.

The teacher prescribes the correct ability level for each child's selection of careers. All levels are multi-modal and encompass many types of instructional techniques, such as role playing, interviews, field trips, large and small group discussion, oral reports, etc., as well as research work from the Career Study Kit.

SKILL DEVELOPMENT PHASE

Throughout the student's in-depth study of career and job opportunities he will find that most require skills and knowledge other than reading, writing and arithmetic. These skills involve the use of tools and machines in the performance of his everyday responsibilities as an employee. Due to the fact that business, industry, and society are technically oriented, the student cannot obtain a true picture of any job or career without experiencing the use of the tools and equipment related to it. Thus, our aim is not only to make the student aware of jobs and careers, but also to give him opportunities to handle tools and equipment, and learn to use them correctly. Skill experiences are presented to the student through the use of the "Skill Trainer", a 12' x 50' mobile van with experience labs set up in the areas of Distribution, Health, Home Economics, Office, Trade and Industrial, and Technical. Provisions are made for experience in Agriculture within each school. The experience labs make use of such equipment as a Polaroid camera, cash registers, calculators, Selectric typewriters, sewing machines, as well as a complete hospital room and a short order restaurant.

In the implementation of the industrial skill phase, the teacher writing team identified and described models or projects that students can develop to be used in social studies, science, math, health and language arts programs. These models can be taken directly into the classroom for instructional use, while at the same time they serve to identify various jobs and careers.

A small Industrial Arts Shop serves as the experience lab for this phase, with opportunities for exposure to the areas of woodworking, metal, electricity, ceramics, and graphic arts.

PROCEDURE NO. 12 - (continued)

Each class has two days of intensive activity in the Skill Trainer, under the direction of a Skills Teacher and the Classroom Teacher.

Student Population - None

Instructional Staff Involved - Elementary Teachers, Project Staff

Methods/Techniques - Workshops

Materials - Handout of Programs

Instruments - None

Procedural Update - Career Information Phase: "An Introduction to the World of Work" was expanded into a comprehensive three (3) week orientation and implemented district wide in 1972. (See Procedure No. 37).

In school year 1973-74, grade six (6) consisted of the following components:

a) Classroom orientation unit, "Career Education", a one week review of grade five (5) unit.

b) Two half-day visits to the Career Center by 63 classrooms.

c) Three (3) week in-depth study via Individualized Career Studies and resource kits in classroom.

d) One and one-half (1½) days in Skill Trainer van.

Skill Development Phase: The entire program will be implemented district wide at the grade six (6) level. Scheduling for these eighty-four (84) classes requires that the Skill Trainer van be stationed permanently to avoid time lost in transportation, "down time", due to inclement weather, heating equipment maintenance, vandalism, etc. This has forced the decision to locate the Skill Trainer experiences in a classroom or "laboratory" adjacent to the Career Center. The entire schedule has been revised so that the bus trips for each classroom will mesh the Career Center and the Skill Center experiences, to be followed by the classroom study unit of ICS's (Individual Career Studies) with resource kits.

PROCEDURE NO. 13 - ON-GOING ACTIVITIES AND EVALUATION OF THE PROJECT ELEMENTARY SCHOOLS THAT HAD STARTED THE PROJECT

The main coordination activities (1) and evaluation outcomes (2) of the elementary project have been:

1. COORDINATION ACTIVITIES	2. EVALUATION OUTCOME
a) Entertained the supervisory staff of the New York State Employment Services Department at the Career Center.	a) They expressed their endorsement of the program and offered us their complete support. Support included materials and consultation services.
b) Administered 1/2 day workshop for the Syracuse Police Department Secondary School Liaison Team (These police officers work in our secondary schools). The purpose of the workshop was to acquaint the police with what the school system was doing regarding better meeting the needs of the students and show a more positive purpose for their education.	b) Police personnel participation in relationship to their duties resulted in the children showing more positive interest in police work.
c) Due to the project's contacts with local business and industry, the coordinator was notified that the project had been chosen by the Syracuse Chamber of Commerce Education Commission to receive the Chamber's complete endorsement and support.	c) Project Coordinator was invited to speak before this commission to acquaint its members with both the elementary project and plans for expansion into the secondary schools. The chamber confirmed their endorsement and offered whatever support and publicity they could give.
d) Coordinator conducted a 1/2 day workshop for all Junior High Industrial Arts Teachers. The purpose of the workshop was to acquaint them with the project and exposure their future students would have.	d) Teachers indicated the need to identify their role when project expanded into secondary schools.

PROCEDURE NO. 13 - (continued)

e) Based upon the evaluation by students and teachers of the LAP format of ICS (Individualized Career Studies) two (2) one-week workshops were held. The workshops were composed of teachers who had completed the program in their own schools. A LAP is basically a curriculum vehicle used to instruct a student in a single concept. The purpose of the ICS was conceptually too broad to function as a true LAP.	e) Teachers spent time outlining a new format for the twelve (12) existing ICS (LAPS). In addition, they prepared ten (10) new ICS.
f) Completed purchase of STV (Skill Trainer Van) and supervised installation of all equipment.	f) STV was actually put "on the road". The setting up of temporary Skill Centers in each school was no longer needed.
g) Coordinator assisted project director in selection of third party evaluator team.	g) Evaluator team was selected (Educational Services Inc. of Waco, Texas.)

Student Population - Classroom students.

Instructional Staff Involved - Project Director, Coordinator, Industrial Arts Junior High Teachers, Classroom Teachers.

Methods/Materials - Workshops, paper, dittos.

Instruments/Techniques - LAPS (ICS).

Procedural Update - None

PROCEDURE NO. 14 - THE PROJECT WAS EXPANDED INTO JUNIOR HIGHS - SELECTION OF A WRITING TEAM

Procedures No. 1 and No. 2 were repeated at this time.

The Project Director received consultant services from the Assistant for English in the secondary schools. His consultation services consisted of -

(a) Selected a secondary curriculum writing team.
(b) Selected a curriculum design for the secondary schools covering the areas of English, science, social studies and math. This curriculum design was based upon a learning program which involved objectives and alternate learning activities.
(c) The establishment of Saturday workshops during the spring and a workshop during the summer. The staff surveyed the material and curriculum resources available in the area of career education.
(d) Coordination of the writing of the curriculum based upon the development of idea booklets applicable to students and teachers.
The idea booklets designed were as follows:

1. Teacher Manual for all junior high teachers, The title given to this program is Careers Unlimited.
2. Orientation idea booklet for social studies and English teachers to be used during the introductory period.
3. A planning guide per job family based on seven selected occupational areas (a separate set for each discipline geared to its particular skills).
4. Development of a model "student-teacher contract" for classroom use.
5. Teacher's Guide to resources on Careers Unlimited.

Student Population - None

Instructional Staff Involved - Junior High School Principals, Project Director, Assistant in English for Secondary Schools, Secondary Teachers.

Methods/Techniques - Meetings, Workshops

Materials - Workshop Materials (dittos, paper)

Instruments - None

Procedural Update - Although the writing team was composed of key teachers not all junior high schools were represented which has contributed to the problem of implementation. (See Procedure 18 and Procedure 35).

PROCEDURE NO. 15 - ACCOMPLISHMENTS OF SECONDARY WRITING TEAM

The secondary writing team was composed of two (2) teachers of English, two (2) teachers of social studies, one (1) teacher of mathematics, and one (1) teacher of science. The chairman of the team was the Assistant in English for the secondary schools.

The writing team adopted a "pyramidal" design for its curriculum: in the seventh (7th) grade, students will be exposed to broad career areas; in the eighth (8th) grade, students will be encouraged to investigate, in greater detail, one career area and the job ladders within that field; in the ninth (9th) grade students should be involved in detailed, in-depth study of their particular career choice.

In implementing this design the team accomplished the production of:

1. Orientation Idea Booklet - reviews components of the elementary program and continues their orientation toward the world of work, including such aspects of employment as wages, on-the-job personal relations, and considerations a person must make in choosing a career.

   The Orientation Idea Booklet is used by the English and social studies teachers to orient students to the program through extensive study of all occupational areas. As a result of this orientation, students make preliminary decisions about one or two areas for extensive study. Areas they choose from are:

   a. clerical and sales
   b. services - people oriented
   c. services - things oriented
   d. working on the land
   e. manufacturing
   f. structural work
   g. entertainment and communications

   After the student makes his preliminary choices, he meets with each of his four (4) subject area teachers (English, social studies, mathematics, science) to negotiate contracts. Contracts represent the amount of study about occupations to be done in each of these four (4) subjects.

2. Planning Guides for the Job Family - each of the four (4) basic disciplines of the junior high school (English, social studies, science, and mathematics) has contributed seven (7) studies. First, each school discipline asks the student to explore the career field from the perspective of that particular discipline: how, for example, does history relate to performing arts? Second, the student is asked to consider the relationship between the skills of the particular discipline and the job field: what

PROCEDURE NO. 15 - (continued)

type of mathematics, for example, must a construction worker know? Both skill development and content-mastery in the discipline are thus incorporated into the study.

The seven study areas that were developed were:

a. Clerical and Sales
b. Services - People Oriented
c. Services - Things Oriented
d. Working on the Land
e. Manufacturing
f. Structural Work
g. Entertainment and Communications

One booklet, per job family, was organized as follows:

Booklet title: Construction Occupations Introductory Activities

1. English
2. Social studies
3. Science
4. Mathematics

Development activities

1. English
2. Social studies
3. Science
4. Mathematics

NOTE: "activities" will be keyed to "objectives", so that students are able to make selection of objectives and activities for each of the four course areas.

3. Teacher's Guide to Resources on Careers Unlimited

a. Introduction to the Program
b. Strategies for teaching the program
c. Sample student-teacher contracts
d. Bibliography of materials for classroom use

Student Population - None

Instructional Staff Involved - Secondary Writing Team

Methods/Techniques - Workshops

Materials - Booklets

Instruments - None

Procedural Update - None

PROCEDURE NO. 16 - SELECTION OF OCCUPATIONAL RESOURCE SPECIALISTS

In order to implement the project in the junior high schools, it was decided that three (3) Occupational Resource Specialists were needed.

These specialists needed the following qualifications:

(a) Strong work experience in business and/or industry
(b) Educational preparation which emphasized vocational and occupational counseling skills
(c) Working knowledge of secondary education

We interviewed at least fifteen (15) people for the positions and three (3) were hired.

The duties of the Occupational Resource Specialist are:

1. Determine what occupational information teachers and counselors need in order to make instruction and counseling more relevant to the world of work.
2. Identifies entry-level jobs in the community.
3. Serves as a liaison between school and business and industry.
4. Develops opportunities for students to obtain career information.
5. Maintains a library of materials on careers and employment opportunities.
6. Provides teachers with career information to incorporate in their course content.
7. Assists the guidance staff in organizing and conducting career guidance activities.
8. Organizes and prepares research studies relating to student's career choices and placement.
9. Develops and implements effective ways of publicizing occupational information to all students.
10. Be responsible for serving each student identified as a potential drop-out as well as those who have left school but have not completed their high school education. These are usually those who qualify as disadvantaged or disaffective.
11. Interest and involve students in the General Work Experience Program or an alternate Work Study Program. Work experience seems to be the best means of involving most disaffective youth.
12. Act as a liaison between the student and his teachers in order to insure that instruction is related to work experience.
13. Work closely with counselors and administrators in helping to make occupational education an integral and important part of general education.

Student Population - None

Instructional Staff Involved - Project Director, Director of Continuing Education, Guidance Associate.

PROCEDURE NO. 16 - (continued)

Methods/Techniques - Interview

Materials - None

Instruments - Standard school interview sheets.

Procedural Update - The three (3) Occupational Resource Specialists worked for the school year 1971-72 implementing the secondary career education program. However, difficulties were encountered because only one had knowledge about the City School District itself. A fourth (4th) individual was hired school year 1972-73 and his background was teaching and curriculum development. Teaching experience is necessary. Ideally, an individual who had community experience (either because of social involvement or business experience) and successful teaching experience, i.e., good rapport with students and faculty, might possess the background necessary for Occupational Resource Specialist (ORS).

PROCEDURE NO. 17 - ORIENTATION OF OCCUPATIONAL RESOURCE SPECIALISTS (ORS)

Prior to the official opening of school, September 1, 1971, the Occupational Resource Specialists (ORS) were to devote their time to the following activities:

1. Orientation to the Syracuse City School System.
2. Familiarization with the occupational and vocational offerings in the curriculum.
3. Visits and orientation to community agencies and businesses directly related to the school program.

PROGRAM ACTIVITIES TO BE ACCOMPLISHED

Program	Place
Guided Occupational Orientation - Training & Job Placement Program	Syracuse Board of Education
Technical, Industrial & Occupational Programs	Central Tech
Work Study Programs	Central Tech
Occupational Learning Center	Central Tech
Occupational Extension Program	Central Tech
Special Education Work-Study Programs	Special Projects
Adult Basic Education Program	Washington Irving
Manpower Development & Training Program	Madison School
Manufacturers' Association of Syracuse	770 James Street
Inventory of Available Occupational Information and Related Materials	Syracuse Board of Education
Introduction to School Personnel - Principals	Secondary Schools School Counselors, etc.
Guided Occupationalal Orientation - Training & Job Placement Program - Elementary Program	
Occupational Curriculum Development	Syracuse Board of Education

PROCEDURE NO. 17 - (continued)

Program	Place
New York State Employment Service	677 S. Salina St.

Student Population - None

Instructional Staff Involved - Occupational Resource Specialists, Project Director, Coordinators, Counselors, Associates, Secondary Principals.

Methods/Techniques - Field Trips, Visitations, Discussions, Presentations.

Matherials - Hand out sheets of individual programs.

Instruments - Continuum to rate effectiveness of orientation.

Procedural Update - It is felt that there are complexities in any large school district. Programs of which, teachers and counselors might not be knowledgeable, requirements for certain vocational programs, etc. It is felt that the Occupational Resource Specialist (ORS) is probably the most knowledgeable person in the schools who is able to give information to teachers and counselors about district and community programs. This type of communication is vital for any large school district.

PROCEDURE NO. 18 - IMPLEMENTATION OF PROGRAM IN JUNIOR HIGH SCHOOL: SCHOOL STAFFS

The Syracuse School District contains four (4) high schools. Each high school has two (2) to three (3) feeder junior highs. One high school and its feeder junior high is identified as a quadrant. Each of the Occupational Resource Specialists (ORS) was assigned a quadrant.

Each ORS met with the principals, counselors, department heads, and all English and social studies teachers to discuss the goals and methods of the project. Involvement of the staff as well as the role of the ORS were discussed at this time. Distribution of curriculum materials took place at the meetings. In all, there were seven (7) meetings in each school.

It was the responsibility of each building administrator to develop plans for implementing the project in his school. At least one day per week in each discipline (English, social studies, mathematics, science) was mandated to be devoted to the project.

As the project was implemented in each school, the role of the ORS as an implementer lessened and the ORS became more of a resource person. This role included securing films, filmstrips, speakers, consultants, and occupational materials. As part of the implementation of the project in the junior highs, one (1) teacher in each junior high was asked to serve as a liaison person to the Occupational Resource Specialist. There were five (5) reasons why such a person was needed.

1. Occupational Resource Specialists were not able to attend all the meetings at each school in their quadrant so liaison services were needed.
2. It was felt that a school staff member could better interpret the goals and objectives of the program to their fellow staff members.
3. Constant direct communication was needed with the teachers in the building and an in-building teacher could best do this.
4. Orientation was needed to the program on a continuing basis for teachers and students.
5. Due to teaching schedules, teachers were not always available for conferences with the Occupational Resource Specialist.

During this implementation period a number of problems arose. The major problem was lack of familiarization of the program by the classroom teachers. Lesser problems were: confusion over the role of the ORS (e.g., was he a resource person?, classroom teacher?, or a supervisor?); resistance by the classroom teachers toward the one day mandated period for dealing with career education, separate and distinct from the regular classroom offerings; many instructional materials listed as a resource

PROCEDURE NO. 18 - (continued)

material by the curriculum writing team were not available to the classroom teacher when needed to implement the program (e.g., Dictionary of Occupational Titles not available to the teachers in sufficient numbers).

In retrospect if we were to implement the program again, the above cited problems would be resolved in the following manner:

Problem	Solution
1. Lack of familiarization of the program by the classroom teachers.	1. Implement a summer workshop with selected representative teachers from each of the secondary schools.
2. Role of the ORS	2. Continuous on-going inservice programs throughout the year in the area of Career Education.
3. Resistance by classroom teachers to Career Education	3. Application of skills of the subject areas must be related to everyday life and this must be re-emphasized through continuous inservice programs.
4. Insufficient resource materials.	4. Only available materials would be used by the writing team in planning student/teacher activities.

Student Population - Classroom Students

Instructional Staff Involved - ORS, Principals, Counselors, Department Heads, English and Social Studies Teachers.

Methods/Techniques - School Meetings

Materials - Curriculum Material Handouts

Instruments - None

Procedural Update: The material described in Procedure No. 15 has been utilized satisfactorily in school year 1973-74. It has become one of the three (3) options of the ninth (9th) grade program.
(See Appendix - Vol. IV - Sect. B, No. 1)

PROCEDURE NO. 19 - IMPLEMENTATION OF PROGRAM IN JUNIOR HIGH SCHOOL: STUDENTS

Based on the recommendations of the third party evaluator, the ORS staff was charged with the responsibility of selecting a control group for pretesting. The control group was determined by random sampling with grade and academic achievement levels being considerations.

NOTE: This random sample control group crossed 7th, 8th, and 9th grade lines. The materials on which the group was pretested was designed for 7th grade.

The ORS staff administered the pretests on the program objectives to 450 students (approximately 10% of the total junior high school student population). After completion of the testing, the students and the teachers began working with the Orientation Idea Booklet. It took approximately twenty (20) class periods per subject (English, social studies) to complete the orientation and classroom activities.

One of the objectives of the program is that the community and business will become directly involved in the role of the Syracuse School District in preparing its students for vocational goals. An outstanding example of how this objective is being accomplished is a program held at the Upstate Medical Center (a teaching hospital having at least 400 types of job categories in actual operation).

The objectives of this program are:

1. To determine aptitude, interest and potential abilities through systematic and supervised sampling in a variety of occupations;
2. Stimulate interest in preparing for ca[illegible] work and the needs to develop work habits and attitudes necessary for career training;
3. Help each student to have a better self concept and make assessment of his aptitudes for career planning;
4. Develop vocational alternatives for school programming including work study;
5. Provide learning experiences that will help students make educational decisions in line with what is best for them;
6. To make initial assessments of the student's work readiness.

During the school year 1971-72, the Syracuse Board of Education instituted a new program that will hopefully decrease the number of drop-outs and increase the relevant aspects of academic work for individual students. The Guided Occupational Information Program implemented in the junior and senior high schools focuses on prevocational knowledge, skills, attitudes and habits which are prerequisites to good vocational adjustment and will involve each student as he begins to make choices offered to him within the educational system.

PROCEDURE NO. 19 - (continued)

One segment of this program is extremely unusual and innovative. The Department of Rehabilitation Medicine of the Upstate Medical Center and the Syracuse City School District have joined together to offer students a realistic work orientation and information program within an industrial complex - that of the Medical Center itself. A pilot project run the year before indicated that certain disadvantaged students who were identified as potential drop-outs, having demonstrated an inability to benefit from school programs available to them, did gain vocational skills and career information and appropriate social goals when involved in a specially tailored program at the Medical Center. The current plan will involve approximately one hundred (100) selected ninth (9th) grade students and expose these students to a variety of occupations on all levels and first hand information regarding training, hours, entrance and advancement steps for these positions. The wide scope of occupations found within the micro city which is the Medical Center range from plumbing and carpentry, to cancer research and administration. Students participating broaden their own knowledge of the world of work and necessarily expand their own vocational choices beyond the general "teacher - nurse - auto mechanic" package.

Selection of students rests with the guidance counselors and occupational specialists in the nine (9) schools participating. A field trip to Upstate familiarizes the students to the program and gives them an opportunity to react with the guidance personnel before selection. The program is set up in such a way that the culturally deprived, the under-achiever, the "problem child" or the excel student can benefit and often all of these may be involved. Groups of 10-12 students are chosen in each school and attend the program half-days for a period of three (3) weeks. Transportation to and from the Medical Center and school is arranged by the Board of Education. (The program currently handles fourteen (14) students for two-week periods. This was a recommendation from teachers to avoid students missing too many classes.)

Once in the program each student experiences a series of tests to determine his aptitude, interest, and potential ability, and once an area begins to emerge, counseling and discussion assist the student to identify areas that might be appealing to him. Although some of the program deals with the pen and pencil type testing, the general emphasis is upon actual experiences within individual departments of the hospital. During work assignments students are given the opportunity to see an employee performing his job in an actual setting. Students are encouraged to "rap" with these employees in an effort to determine what qualifications or aptitudes are necessary for that particular job, the monetary remuneration, and training required. On some work stations the students actually have a chance to "dig in" and assist the Upstate employees. Placements on the Receiving Dock, Escort Service, Centrex Telephone System, Dietary Department and the Volunteer Office, as well as the Billing Department and Medical Records Division, are examples of this type of placement.

PROCEDURE NO. 19 - (continued)

Where the job being performed requires specific training, some supervisor from that department speaks to our students explaining the department and its function, training and equipment and then allows the students observation time. The experiences in Inhalation Therapy, Radiology, Clinical Pathology, Security, and Physical Therapy are examples of this type of placement. Each day each student has a different assignment so that he may actually have seen as many as fifteen (15) different occupational skill areas during his stay. Through discussions with the other students further exchange of information results in even widening horizons.

In addition to exploring various skills and visiting work settings, some time is spent in a group situation dealing with attitudes, goals, the availability of "success" and the tools needed to cope with school and the world of work. Role playing is used to show proper interviewing techniques and students are shown how to fill out job applications as well. Towards the end of the three week program the occupational resource specialist from the school is invited to discuss with the students the avenues open to them that will enable them to pursue their goals in the high school programs.

Close liaison with the guidance personnel is important during the program as it keeps the home school up to date on how the individual student is progressing. A meeting is generally held at least once during the three week period and a written report is sent at the conclusion of the program.

It is interesting to note that attendance at the Upstate Occupational Information Program is generally much better than the student's general school attendance record. Indeed, some students have come into "work" on holidays and during vacation time. It is also true that the students considered to be "problems" to the classroom teachers are much more manageable at the Medical Center and, to date, we have not had any discipline problems to mention.

Having already worked with forty-eight (48) students from four (4) junior high schools it is not too early to say that the program is indeed favorably affecting student's recognition of alternatives of occupational planning. If programs of this type could be expanded and backed by occupational specialists in the schools perhaps more students could recognize the importance of school training when viewed from vocational goals. Students, teachers, and society all stand to benefit from an educational system that seems more relevant and dynamic. Syracuse City Board of Education and the Upstate Medical Center are working together today to provide what cannot be offered in regular school programs, especially for those young people who will leave school if we do not help them find themselves and a place for them in society.

PROCEDURE NO. 19 - (continued)

Student Population - Two hundred (200) students - school year 1973-74.

Instructional Staff Involved - Personnel at Upstate Medical Center, Counselors, Occupational Resource Specialists.

Methods/Techniques - Field trips, job site experiences.

Materials - None

Instruments - Kuder Interest Survey

Procedural Update - The "Upstate Program" has been functioning every school year since its inception and just recently committed itself to another year of involvement. The Occupational Resource Specialists have altered its original plan of involving one hundred (100) ninth (9th) grade students. We now have two hundred (200) students of various grade levels and interest areas, (e.g., the students of the PACE Program interested in health careers - See Procedure No. 27).

The Occupational Resource Specialists (ORS) at one of the junior highs that handles regular programs as well as programs designed for the physically handicapped has involved these handicapped students in some of the offerings available at Upstate. In particular, use of personnel and equipment of Upstate's Vocational Rehabilitation Department.

We see the role of Upstate to be expanding and already have indications of the affect it can have on a student's life in career making decisions. In talking to students who choose health interest areas, many have attributed it to the "Upstate Program". In the future, procedures will be initiated to do follow-up studies. (See Appendix - Vol. IV - Sect. D, No. 1)

PROCEDURE NO. 20 - IMPLEMENTATION OF PROGRAM IN JUNIOR HIGH SCHOOL: CONTINUING STUDENT AND STAFF ACTIVITIES

In addition to activities such as the program at Upstate Medical Center described in detail in Procedure No. 19, other important on-going activities are operating. These activities include:

1. Field Trips -

   Opportunities for students to meet with prospective employers and see jobs of which they have become aware, in their natural environment. Trips included visits to such places as Pepsi Cola Bottling Company, Pass & Seymour Electrical Manufacturing Company, Herald-Journal Newspaper Building, Taroson Construction Company, Dey Brothers Department Store, and the Marine Midland Bank.

2. Resource People -

   Speakers are brought into the classrooms to talk about the traits and characteristics of a successful employee. We have had employment counselors from the New York State Employment Service, Personnel Managers from IBM, Bristol Laboratories, and Merchants Bank.

3. Contributions of Materials to the Program -

   Pamphlets, brochures, fact sheets, free filmstrips, labor forecasts, job descriptions, application blanks, tax forms, and social security forms - are just some examples of the many materials contributed to the junior high school program.

4. Career Planner -

   The specific goals and objectives of the junior high school programs are designed to assist each student in making a career choice.

   At the ninth (9th) grade level, the student will:

   a) Take the OVIS
   b) Meet with school counselor to discuss the result of the OVIS
   c) Complete a Career Planner.
   d) Along with his parents, meet with the school counselor to set up a tentative schedule for 10th, 11th, and 12th grade based on the student's post secondary goal.

Student Population - Junior high school students.

Instructional Staff Involved - Classroom Teachers, Counselors.

PROCEDURE NO. 20 - (continued)

Methods/Techniques - Field trips, resource people.

Materials - Classroom materials.

Instruments - OVIS

Procedural Update - One Occupational Resource Specialist (ORS) has taken on as a responsibility the updating of the Resource File Cards which are now available in every junior high library and the key departments in every senior high school.

The "Resource File Cards" now list over one hundred fifty (150) resources for career information. These are either (1) places that students, teachers, or counselors can write to for information (2) a business, industry, or social organization that will provide speakers, movies or other media (3) organizations that will allow field trips. Each card is coded to the type of resource, limitation it has (such as class size for field trips), and a ratio, by our staff, according to how well students receive it.

In addition to the updating of resources, the occupational resource specialist (ORS) has made slide/tape presentations of cooperating businesses and industries in order to prepare students for field trips or to supplement for field trips when necessary. This came on the recommendation of teachers who felt business and industry was not, many times, prepared to receive students because of lack of knowledge about students and students had a lack of knowledge about business and industry.

We hope that with constant contact by the ORS with business and industry and the use of slide/tape presentations this misunderstanding can be eliminated to ensure enlightening and interesting field trip experiences.

PROCEDURAL NO. 21 - JUNIOR HIGH SCHOOL WORK EXPERIENCES - OPPORTUNITIES FOR POTENTIAL DROP-OUTS

We have a city school district funded sub-program entitled the Cooperative Occupational Program (C.O.P.) which functions as a part of the Guided Occupational Orientation Program.

C.O.P., a work study program for potential school drop-outs 15 years of age and older, is designed to enable these students to eventually return to the normal school program and graduate, or to obtain satisfactory full time employment if they should leave school. The program combines work experience and daily orientation session under the supervision of a coordinator. It is expected that the opportunity to become familiar with the demands of the working world and to explore the appropriate adjustments to these demands under the supervision of a trained coordinator will develop in these students those habits, attitudes, and skills necessary for success in school and on the job.

Students are placed in tax supported agencies, e.g., the school system itself where stipends are paid from local school district funds. Work for private employers is not so reimbursed, but is paid for by the private employer. When possible, a student is transferred to private employment which allows another student to take his place in the funded program.

One hundred ninety-five (195) students have been involved in C.O.P. and one hundred thirteen (113) completed it. Eight (8) are recorded as drop-outs and attempts will be made to involve these students in other aspects of continuing education.

Student Population - One hundred ninety-five (195) junior high school students.

Instructional Staff Involved - Coordinator/Teacher.

Methods/Techniques - Individual and group counseling, classroom participation, on-the-job training.

Materials - Classroom materials.

Instruments - None

Procedural Update - Above figures represent school year 1973-74

PROCEDURE NO. 22 - EXEMPLARY PROGRAM: SENIOR HIGH SCHOOL PRE PROGRAM ACTIVITIES IMPLEMENTED

1. The Role of the Occupational Resource Teachers

The Occupational Resource Teacher Program represents one phase of the City School District Guided Occupational Orientation Career Education Plan. It is designed to serve a target senior high school population who may be classified as potential drop-outs or students who need special counseling with alternatives in order to maintain interest in continuing their education.

In contrast to the Occupational Learning Center Program which serves the most disadvantaged secondary youth in an alternate high school program, the Occupational Resource Program combines work study and/or community service as a part of the regular school program. Students referred to the ORT Program usually cannot deal successfully with a full schedule of classes during the day and require a modified school schedule suited to their interests and special needs. A large majority of this target group have expressed an interest and need in a part-time or full-time job or training to assure employability upon graduation.

Students are screened by guidance counselors and referred after administrative approval. There are two (2) Occupational Resource Teachers - one (1) for Central and Corcoran High Schools and the other for Henninger and Nottingham High Schools. Students may earn credit toward their high school diploma in accordance with the guidelines of the General Work Experience Program. Students qualifying for school credit participate in one period a week of related occupational orientation.

The ORT Program focuses emphasis on influencing and assisting each youth as an individual to develop his potential. Every effort is made to find an acceptable educational plan for each student as well as follow through in helping each student experience success. The OR teacher endeavors to provide the intensive care as needed to help each youth plan and prepare for a career.

Using the resource of the school and community, the responsibilities of the Occupational Resource Teacher are:

1. Interview potential drop-outs, drop-outs, and other referred students to explore with each alternative ways of involving student interest and participation in continuing their education.

2. Find appropriate means or tools for discovering the student's interests, talents, aptitudes and long term goals.

PROCEDURE NO. 22 - (continued)

3. Interest and involve students in work experience or some other appropriate alternative that can be combined with modified school program.

4. Continuously help each student meet his individual needs with the use of all available school and community resources.

5. Help student decide on committed plan of action geared to his career development.

6. Provide continuous support and follow-up as needed for each student served.

7. Provide personal and group guidance that is focused on a realistic approach to career planning and preparation including self awareness, career awareness, decision making that provides a career ladder approach leading to career preparation upon graduation.

8. Conduct individual and group career counseling sessions to encourage and assist each student in learning about the world of work opportunities and what the student should do in order to prepare for a career in line with his interests and capabilities.

9. Act as a liaison between student, teacher, home and employment.

10. Be an influential liaison between student, teacher, home and employer.

11. Involve parents in order to have them understand and help in any way they can.

12. Develop job opportunities in business and industry in order to meet the personal and occupational needs of students served.

13. Make use of agency funding sources including volunteer services to provide sheltered work experience opportunities for as many as possible.

14. Place students in appropriate work sites during the school year and assist seniors in full time career placement either on the job or further education.

15. Maintain activity and evaluation records on all students.

16. Serve as an understanding "sounding board" for students when their problems are particularly troublesome.

PROCEDURE NO. 22 - (continued)

Although there are many factors that contribute to the success of the ORT Program, probably the key characteristic is that one person, who is concerned and capable, accepts the responsibility of helping each participating student receive the personal, social, educational, and career counseling that will lead to a meaningful educational experience.

The ORT Program has been in operation now for three (3) years as an integral part of our high school career education program. The program has not only achieved its objectives but has served many more youth than it originally expected. It should be pointed out that the reason for this is that we have been fortunate to have had staff who genuinely believe that students can succeed if given sufficient encouragement and appropriate assistance.

The evaluation of the program, based on criteria establisned to measure stated objectives, indicate that students:

1. Found more interest in school and continuing their education because the number who left school were minimal.

2. They showed successful progress not only in the ORT Program but also in their other related work.

Results of the program are reflected in the following statistics included in the evaluation instrument used for the 1973-74 Guided Occupational Orientation Program. (See Appendix - Vol. II)

2. Activities of the Occupational Resource Specialist at the Senior High Level -

a. Personal meeting was held with the principals and counselors at four (4) high schools. The objectives of the meeting were to

   - introduce themselves
   - identify their roles and responsibilities
   - initiate pre-program activities

b. Initiation of pre-program activities included dissemination of OVIS results to the students at the 10th, 11th, and 12th grades (the previous semester, in anticipation of the Occupational Resource Specialist involvement at the high school level, the OVIS was administered at the 9th and 10th grades). The OVIS is now given to 9th grades only.

PROCEDURE NO. 22 - (continued)

The OVIS dissemination activity involved small group and individual meetings with upwards of 1,200 students by each of the Occupational Resource Specialists. The high school counselors had been previously oriented to this activity, so they would understand the reasons why some students requested program changes.

It is anticipated that future OVIS dissemination will become a regular duty of the high school counselors.

One of the outcomes of working in the schools was the development of a monthly newsletter by the ORS directed toward students, entitled "The Career Scene". The contents of the newsletter consisted of information dealing with the introduction and description of the role and function of the ORS role and use of the OVIS, highlights regarding the employment situation in the greater Syracuse area, statistics relative to students who have graduated and dropped out, work-experience opportunities available for students at the high school level, work opportunities for students who have not completed a college program, monthly highlights of a particular job or career, and information to students as to what was available in their schools in the area of career education. (See Appendix - Vol. IV - Sect. D, No. 5)

Student Population - 10th, 11th, and 12th grade students (7,000 students).

Instructional Staff Involved - Occupational Resource Specialists, Occupational Resource Teachers, Principals, Counselors, Teachers.

Methods/Techniques - Meetings (small group and individuals).

Material - "Career Scene" newsletter.

Instruments - OVIS

Procedural Update - School year 1973-74 saw the Occupational Resource Specialist (ORS) play a greater role in providing career education in the high schools. Several examples of this involvement were:

A) Teaching in the "after school" program - a program for high school drop-outs who are willing to come back to their home school to take courses.

B) Working with PACE (Programs for the Advancement of Career Education). See Procedure No. 27.

PROCEDURE NO. 22 - (continued)

C) Establishing rapport with subject area teachers for specific subject involvement.

D) Assisting counselors in scheduling.

E) Setting internship programs for students (e.g., student working for the day at the Neighborhood Health Center).

F) Piloting the Employability Orientation Program for high school students. (See Procedure No. 31).

PROCEDURE NO. 23 - ORGANIZING JOINT ACTIVITIES WITH BUSINESS, INDUSTRY, AND GOVERNMENT AT THE SENIOR HIGH SCHOOL LEVEL

An important part of the initial implementation of career education at the senior high school level is to involve local business and industry.

1. The first program involves IBM. Following is a description of this activity:

   a) IBM contacted the counseling staff of one of our high schools concerning the possibility of holding a six (6) week program on career orientation for minority group business - education students.

   b) A meeting was held with the Occupational Resource Specialists and the counseling staff of the high school. It was decided to accept the opportunity from IBM. Student selection and program implementation would be coordinated by the Occupational Resource Specialist.

   c) Recognition of the program value by the school administration led to 1/4 unit of credit being granted for completion by the students of the program. The program was recognized as a bona-fide mini course.

   d) The main activities of the program (course) which was held at the IBM facilities included -

      1. Exposure to machines and business forms
      2. Opportunities to talk with IBM office and field workers
      3. Oral presentations by members of the business profession
      4. Resource people were brought in from allied areas (e.g., banks, large industries retail outlets, New York State Employment Services) to give presentations and answer questions.

   e) Funding of the program and student transportation to the IBM facility was assured by IBM. Seventeen (17) students participated in the program.

   f) Outcomes:

      1) IBM indicated it would continue the program following a period of evaluation concerning the activities and accomplishments.
      2) Based on recommendations of an on-site evaluation team from the U. S. Office of Education, it was recommended that participants not be limited to those pursuing a business education program.

3) The students appear to respond more readily to a program of this type when it is held at the business facility as opposed to holding it at a school.
4) IBM identified that the concept was too narrow regarding curriculum content and agreed to broaden it especially in the area of student involvement, i.e., opportunities for "hands-on" activities.

2. The second business contact involved the Shell Oil Company which offered to our district a pre-packaged program entitled, Automotive Professional Training.

a) Automotive Professional Training is an occupational education program designed to provide training and work experience for disadvantaged high school juniors and seniors who are interested in careers in the automotive professions. The Shell Oil Company has made available numerous pieces of equipment, training aids, and personnel. The school district is providing the facility and an instructor. Students are receiving a variety of learning experiences in the use of tools and equipment, product knowledge, and sales techniques commonly found in the service station industry.

b) The Shell Oil Company, through its regional manager, will provide work experience and job placement of graduates in its service stations within Syracuse and Onondaga County. The program provides an opportunity for a few disadvantaged senior high school students to explore and receive training in a vocational area not offered in the regular school.

It is hoped that some students will become interested in making a career in some phase of automotive sales and service or advanced post-secondary training at a technical institute or college.

The program consists of instructional training in the following general areas:

1. Island Sales -
   Techniques used in providing the customer with the most efficient services and products relating to his vehicle.
2. Motor Oils and Lubricants -
   Information on the formulation, application and installation of oils and lubricants.
3. Air, Oil, and Fuel Filters -
   The design, construction and applications of the various types of filters.

4. Batteries -
   The function, design and construction of batteries and methods of testing and charging.
5. Salesmanship -
   Customer relations as they apply toward product and service sales.
6. Accounting -
   The E. K. Williams approach to records, inventories, profit and loss statements as they relate to service station management.
7. Credit Cards -
   Procedures related to credit and credit sales.
8. Car Care -
   Tire repairs and mounting, wheel balancing, brakes and basic engine tune-up.

Due to the size and scope of the automotive service and related industries, a brief list of occupational opportunities available to participating students follows:

1. Island Sales
2. Mechanic
3. Service Station Manager
4. Sales Representative: parts, equipment, accessories
5. Automotive Sales
6. Auxiliary Repairs and Services

Instructional materials provided by the Shell Oil Company's Dealer Management Development Program will be followed with supplementary materials made available by other firms involved in the automotive industry.

3. The New York State Employment Service has assigned two (2) full time counselors to the Syracuse City School District for counseling and job placement of graduating seniors in the four (4) high schools.

The employment service counselors, the sixteen (16) high school counselors, the Occupational Resource Specialists, Occupational Resource Teachers work as a team to provide to the students information regarding job opportunities and job placement. Some of the activities engaged in by the team are:

1. Setting up field trips to places of business and industry.
2. Bring resource people to the schools, - e.g., personnel managers to inform students of business and industry's expectations for their employees.

PROCEDURE NO. 23 - (continued)

3. Provide resource materials to school libraries for student in-depth exploration of specific careers.
4. Provide to the classroom teacher instructional materials pertaining to career education that will be incorporated into the curriculum.
5. Provide individualized and group counseling to high school students in the area of career education.

Student Population - Interested junior and senior high students.

Instructional Staff Involved - Occupational Resource Specialists, Counselors, Teachers.

Methods/Techniques - Field trips, on-site work experiences, individual and small group counseling.

Materials - Instructional and classroom materials, on the job materials.

Instruments - None

Procedural Update - The IBM Program is now in its third year. Not only has it been a good resource for students interested in computer and computer related occupations, but the IBM personnel our program has worked with have been a great asset in obtaining field trips with businesses that were unwilling to cooperate with the City School District because of traditional company policies. (This has been possible because of professional associations businesses have with one another). (See Appendix - Vol. IV - Sect. D, No. 3)

The New York State Employment Service has been highly cooperative and we feel a flow of information has existed that will ultimately benefit students. Even though there is presently only one (1) employment counselor in one of our high schools, the location of the New York State Employment Service and its willingness to cooperate has made it readily accessible.

PROCEDURE NO. 24 - IMPLEMENTATION OF OCCUPATIONAL HORTICULTURE PROGRAM SENIOR HIGH SCHOOL STUDENTS

Previous to the Guided Occupational Orientation Program, no recognition had been given to the Agricultural Area by our urban school system. In giving consideration to the fifteen (15) "Occupational Clusters", outlined as a result of the U. S. Office of Education's Career Education guidelines, an occupational horticulture program was designed as follows:

Occupational Horticulture Program

The objectives of this program are:

- to develop an ability to work safely with equipment and hand tools
- to develop an understanding of the educational and occupational opportunities in the field and to provide information relative to the nature of the occupation and qualifications needed for entrance.
- to develop those traits necessary to become successful in the field.

Place - Meet at Central Tech morning or noon, and then proceed to work or study site - Onondaga Greenhouse or one of the many city parks.

Requirements - A genuine interest in horticulture or landscaping
Grades 10-11 - a.m. tentative
Grade 12 - p.m. tentative

Credits - 2 credits

TOPIC

A. Orientation to Horticulture (1 week)

1. Job classifications
2. Job qualifications
3. Advance education

B. Leadership and personality development (1 week)

1. Personality traits that produce success - getting along with others, etc.
2. The role of a member in an organization

C. Soil Science (3 weeks)

1. Formulation of soils
2. Physical composition

PROCEDURE NO. 24 - (continued)

3. Characteristics of soils
4. Soil Analysis
5. Fertilizers

D. Mechanics (5 weeks)

1. Hand tools - identification of
2. Small engines
3. Safety

E. Equipment - Operation (3 weeks)

1. Defining hazardous occupations
2. Training for occupational safety
3. Correct procedure for equipment operation and maintenance
4. First aid treatment

F. Careers in ornamental horticulture (1 week)

1. Landscaping and nursery trades
2. Greenhouse crop production
3. Floral design and retailing

G. Flowers and shrubs (20 weeks)

1. Identification - names, uses
2. Planting - when, how, etc.
3. Protection - against disease, injury
4. Care

H. Greenhouse (4 weeks)

I. Work Experience Opportunities

In cooperation with the Syracuse Parks and Recreation Department the students use city greenhouse facilities and have the responsibility for the maintenance and beautification of at least six (6) small parks, and various other public funded properties.

Expected First-Year Outcomes

1. Thirty students will complete program
2. Following counseling students will:
   (a) Enter directly into local employment situations
   (b) Continue education at a selected two year school followed by employment

PROCEDURE NO. 24 - (continued)

(c) Choose to enter either two (2) year Ranger School Program offered by the State University of New York or enter four (4) year Forestry Program offered by the State University of New York - and then enter the employment field.

Student Population - Thirty (30) students.

Instructional Staff Involved - One (1) classroom teacher.

Methods/Techniques - Explanation, application of classroom skills.

Materials - On-the-job materials.

Instruments - None

Procedural Update - Because of low enrollment figures (fourteen (14) for school year 1973-74) the Horticulture Program has been terminated.

PROCEDURE NO. 25 - IMPLEMENTATION OF THE OCCUPATIONAL LEARNING CENTERS

The Syracuse City School District recognized the problem that too many secondary youth were not experiencing progress or success in the regular high school program. These were the youth who were dropping out of school or remaining in school for social reasons only. They did not accept or respond to conventional education methods or services. More significantly, these same youth left school unprepared to be productive and contributing citizens in our adult society.

In an attempt to find some solutions to this problem, the Syracuse City School District conducted a pilot project in the spring of 1970 which was funded by the Statler Foundation to explore other ways of serving these youth with special needs. Contingent upon funding of the Guided Occupational Orientation Program, this initial project was followed by an Occupational Readiness Program in the summer of 1970 designed to serve disaffected junior high school students who were entering senior high school in September, 1970.

Based on the experience of these two projects, the Occupational Learning Center concept became a reality with the implementation of the first program in the school year 1970-71. During the first year, thirty-eight (38) students were served in one center. Now the program has expanded in four (4) years to five (5) centers serving almost two hundred (200) youth.

The Occupational Learning Center Program is an innovation in career education. It serves a target population representing youth who have the following characteristics:

1. Basic skill achievement particularly in reading and math is at least two or more grade levels below their age level norm.
2. Failure to attend class or persistent failure in class.
3. Behavior ranging from apathetic to disruptive because of their lack of interest or involvement in the regular school program.
4. Negative attitude toward self, school, and the future.
5. Do not find school meaningful or relevant so that they are turned off to school as they know it.
6. Have normal range of intelligence.

The Occupational Learning Center is an individualized program of occupationally oriented instruction, guidance and career training in school or on-the-job that prepares students for the world of work and/or for further education. The purpose is to prepare each youth to be able to succeed in the adult world. The program is prescriptive and personalized so that each student proceeds at his own speed through the program. Since

PROCEDURE NO. 25 - (continued)

the goals are primarily competency based, the student is able to graduate as soon as he has fulfilled the program requirements.

At the present time, centers are located at the Aloi Building (a leased building in the heart of Syracuse), Washington Irving School (primarily an adult education center), and the YMCA. Center hours vary with students' needs. Usually center hours are from 8 a.m. to 4 p.m. and one center operates to 6:30 p.m.

A team of three (3) professional educators - two (2) basic and life skills instructors and a career counselor, using a team approach, coordinate the total education program of forty (40) students. Students are expected to be present for individualized instruction two to three hours daily in the center and to spend a minimum of fifteen (15) additional hours weekly in occupational or educational preparation either in school or on the job. The staff works very closely with each student to insure that he or she understand the long range as well as the daily program requirements in the areas of basic skills, life, and career preparation. Students and parents are periodically appraised of the progress toward meeting these goals.

Each student's daily schedule is cooperatively developed by the student and the Learning Center Staff. Students learn to cope with responsibility by being given responsibilities for planning their own future. It is felt that students who have failed or who are locked in a failure-cycle must experience almost immediate honest success upon entering a new program or they will drop out mentally or physically. Since enrollment in the OLC Program is optional, orientation and feedback constantly stress student-staff interaction and responsibility. There is a constant inflow and outflow of students during the day as they follow their individual schedules at the OLC Center and throughout the community. The two (2) basic components of the student's day are:

1. Instruction in basic and life skills at the Learning Center
2. School-community based career development and preparation

INSTRUCTIONAL PHASE:

The curriculum is geared to the realities of preparing students for the day to day world and responsible citizenship. Instruction is interdisciplinary, individualized, prescriptive and career oriented. After an assessment is made of the student's present level of development and achievement, the staff develops an individualized prescription of instruction for each student which takes into account the student's strengths and weaknesses. The materials used for instruction are chosen from a

PROCEDURE NO. 25 - (continued)

wide range of commercial and staff developed materials. Each student consults his assignment folder daily. Recorded in it are the results of the previous day's work and the specific assignments he must complete for the current day. Each student's assignments are unique. The interdisciplinary teacher or counselor directs the student to those materials that are most likely to assist that student in achieving his objectives.

COUNSELING PHASE:

Counseling is intensive and related to the total needs of each student - personal, social, educational and career. It is the responsibility of the counselor to design a program that will take the student from his present status to a point where he is prepared for full time skilled employment, post secondary training or education. To reach this goal is a developmental process requiring the integrated efforts of the entire staff. There are three stages to this development: career and self awareness, career planning and skill attainment. The Learning Center staff uses the resources of the school and the community to help the student complete this portion of his program.

EVALUATION:

The OLC Program has a three-phase evaluation procedure. The first step is the initial student evaluation. This is undertaken during the student's orientation to the Occupational Learning Center Program. At this stage, the student is evaluated on the basis of his past records, our own diagnostic tests and staff interviews to determine if the Learning Center Program fits the specific needs of the student in question. The Center keeps a complete record of the initial evaluation.

Secondly, evaluation is continuous throughout the year. This evaluation is based on the student's attendance, behavior, academic and career preparation progress. Flexibility in the program permits changes in instructional strategies and materials whenever appropriate on the basis of these evaluations. Although this is a daily process in the Learning Center, it is formalized in regular written reports to the student and his parents.

Diploma requirements for graduation are largely competency based. A student receives his diploma when he has acquired at least the minimum required competencies in the areas of basic, life and career skills. These competencies are clearly outlined to the student and he and his parents are periodically appraised of his progress toward meeting them. Graduation means career preparation so that a student has the necessary skills to successfully enter the adult world of work or a post secondary institution.

PROCEDURE NO. 25 - (continued)

The results of the OLC Program during its first four years have been gratifying and encouraging as indicated by: student interest and involvement; regular attendance; basic skill competencies; academic progress; appreciable improvement in student behavior and the high percentage who complete the program. However, the most significant indication of success is the fact that OLC graduates are successfully taking their place in the adult community as trained full time employees or continuing their post high school education or training.

Society cannot afford to have youth leave school unprepared to adjust to today's complex social and economic life. A functional education program is not static but always in transition striving to meet the human needs of young people. The OLC staff is constantly examining and re-evaluating to find better methods of meeting the student population's needs through program modification, curriculum development, research and staff inservice.

Staff concern, involvement, and capability are extremely important ingredients for a successful Occupational Learning Program. Belief that any OLC student can succeed, if given appropriate and sufficient attention and support, is an essential staff characteristic. It should be pointed out and emphasized that it is this staff commitment, focused on providing an environment where each student is encouraged and assisted in developing into an independent and responsible adult, that really makes the program work. The Syracuse City School District's Occupational Learning Center Program is a unique alternative high school career education program for youth with special needs.

Student Population - 190 senior high school student.

Instructional Staff Involved - 9 Teachers and Counselors

Methods/Techniques - Individual and small group, counseling and teaching, job placement.

Materials - Classroom instructional materials.

Instruments - None

Procedural Update - The above report represents the most current status of the learning centers. (See Appendix - Vol. IV - Sect. C, No. 1)

PROCEDURE NO. 26 - UTILIZATION OF THE RELATED WORK STUDY PROGRAM IN THE SYRACUSE CITY SCHOOL DISTRICT

Any career education program should include a practical work experience. At present the school district provides eight (8) senior high work-study programs.

They are described as follows: (data for school year 1973-74)

1. VOCATIONAL INDUSTRIAL COOPERATIVE DIVERSIFIED OCCUPATIONS PROGRAM - All High Schools

Total number of students participating*	64
Number of students who successfully completed**	52
Number of employers involved	49
Total amount of money earned by group	$79,100.00

This program provides on-the-job training in areas of interest not provided by the school in its shops or laboratories, especially for juniors and seniors. An outline covering the skills and other information to be included in training is developed in cooperation with the employer. Two students may fill one full time job or individual students may be scheduled on a half day basis.

2. OFFICE OCCUPATIONS WORK EXPERIENCE PROGRAM - OFFICE CO-OP PROGRAM - Central High

Total number of students participating*	83
Number of students who successfully completed**	55
Number of employers involved	51
Total amount of money earned by group	$85,150.35

The main objective of this program is vocational training and application of skills learned in school. This program provides related on-the-job office experience for juniors and seniors enrolled in shorthand, bookkeeping and office practice. Students are usually placed on a half day basis.

3. PROGRAM IN OFFICE SKILLS - Central Tech

Total number of students participating*	60
Number of students who successfully completed**	48
Number of employers involved (MONY-Niagara Mohawk)	3
Total amount of money earned by groups	$69,471.47

Two companies, MONY and Niagara Mohawk, are committed to take thirty (30) disadvantaged senior students each year. Students receive special business training in school. While one group is working, the other group is in school on a half day basis. All seniors are offered full time employment after graduation.

4. SALES OCCUPATIONS WORK EXPERIENCE PROGRAM (DISTRIBUTIVE EDUCATION CO-OP) - Central Tech, Corcoran, Henninger and Nottingham High Schools.

Total number of students participating*	126
Number of students who successfully completed**	113
Number of employers involved	90
Total amount of money earned by group	$107,723.00

The main objective in this program is on vocational training and application of distributive education skills. This program provides related on-the-job experience in sales and merchandising for juniors and seniors enrolled in these business courses. Students are usually placed on a half day basis.

5. GENERAL WORK EXPERIENCE PROGRAM

Total number of students participating*	600
Number of students who successfully completed**	368
Number of employers involved	318
Total amount of money earned by group	$412,245.64

This program is primarily for disadvantaged students and/or those who are identified as potential drop-outs. Students may be placed on any basis with their school program modified accordingly. This is a basic program for students 16 years of age and up.

6. SPECIAL EDUCATION WORK STUDY PROGRAM - All Secondary Schools

Total number of students participating*	62
Number of students who successfully completed**	58
Number of employers involved	29
Total amount of money earned by group	$27,500.00

Students are in Special Education Program and need experience in the world of work.

PROCEDURE NO. 26 - (continued)

7. OCCUPATIONAL LEARNING CENTER WORKING EXPERIENCE

Total number of students participating*	153
Number of students who successfully completed**	113
Number of employers involved	78
Total amount of money earned by group	$93,088.50

8. VOCATIONAL EDUCATION WORK STUDY PROGRAM

School year 1973-74 total students participating	195
Total amount of money earned by group	$41,225.38

This is a vocational work experience program funded under the 1968 Vocational Education Act Amendments. The purpose of this program is to provide financial assistance for vocational students who need this support to continue in school or for clothes, lunches, school activities and recreation. Student workers may be placed in our City School District departments or any fully taxed supported public institution of the City, State, or Federal Government. Workers are limited during the school year to 15 hours per week or a maximum of $45.00 a month, and a total of $350.00 in any school year.

This is a very beneficial program because it provides sheltered work experience opportunities to supplement what is available in the private sector of local business and industry. This program also helps to develop student's work habits and skills before they are placed in part time jobs with private employers.

Our city school district received sufficient funding in the last school year to serve almost 400 secondary youth. It should be emphasized many of these students received encouragement and support to remain in school as well as become more interested in developing themselves socially and educationally. We hope our Vocational Education leaders will encourage Congress to give more consideration and support to this particular Vocational Program which can do so much for so many who need this type of educational service.

* Each student is supervised by a coordinator or vocational counselor who is the liaison between the employer and school.

** To clarify this statement whenever used: This means students who qualified for school credit. Students who do not work the required number of hours whether due to lack of employment, school schedule and other reasons, are not included.

PROCEDURE NO. 26 - (continued)

Summary of All Programs - 1973-74

VOCATIONAL INDUSTRIAL COOPERATIVE DIVERSIFIED OCCUPATIONAL PROGRAM
OFFICE OCCUPATIONS WORK EXPERIENCE PROGRAM
SALES OCCUPATIONS WORK EXPERIENCE PROGRAM
GENERAL WORK EXPERIENCE PROGRAM
SPECIAL EDUCATION WORK STUDY PROGRAM
VOCATIONAL EDUCATION WORK STUDY PROGRAM

Total students who participated*	1343
Number of students who successfully completed**	835
Number of employers involved	750
Total amount of money earned by students	$91[illegible],504.34

Student Population - 1343

Instructional Staff Involved - Classroom teachers, counselors

Methods/Techniques - Individual and small group.

Materials - On-the-job and classroom materials.

Instruments - None

PROCEDURE NO. 27 - CONTINUATION OF CAREER EDUCATION PROGRAMS INTO POST SECONDARY INSTITUTIONS

A method of utilizing community educational agencies to develop articulation between high school and post-secondary programs is being attempted through project PACE (Program for the Advancement of Career Education).

The Onondaga PACE Project is a cooperative education project jointly sponsored by Onondaga Community College and the Syracuse City School District, for the preparation of students for eventual management.

PACE is aimed at high school students of average or better than average ability capable of at least a two-year college program. Many of these students may not be college bound because of lack of interest in a college education (or presently indecisive), poor motivation or underachievement. These students may be found in the middle or lower third of regents classes or in the upper third of non-regents sections. They may have unrealistic goals, inconsistent class work and sporatic attendance. PACE Offers students of college ability but whose prospect for college are dim, special attention to motivate and prepare for career programs at the two-year college level.

One or more of the following programs have been in operation in each Syracuse City School District high schools since 1971:

1. Allied Health (Paramedical)
2. Pre-Engineering Technology
3. Executive Secretarial
4. Retail Business Management

1. ALLIED HEALTH (PARAMEDICAL)

The Allied Health Program centers around an interdisciplinary presentation of science (biology, physics and chemistry) and three (3) years of applied math and English. The teachers work as a team, utilizing a project's approach focused on the various sciences. The remainder of the student's high school schedule is determined by the usual requirements and elective subjects.

2. PRE-ENGINEERING TECHNOLOGY

The engineering technology program leads to admission to a specially constructed electro-mechanical program at O.C.C. The type of student who may be interested in this program may show strong interest in electricity, mechanics, industrial arts, and physical sciences. The three (3) year high school portion of the technology programs centers around an interdisciplinary presentation of math, science, English, and industrial arts.

3. EXECUTIVE SECRETARIAL

The Executive Secretarial Program is a two (2) year high school program preparing students for one of three options within the executive secretary curriculum at O.C.C. The three options are legal, medical, and technical secretarial. The executive secretarial program centers around an interdisciplinary presentation of shorthand, typing, English, and office practices.

4. RETAIL BUSINESS MANAGEMENT

The Retail Business Management Program is, likewise, a two (2) year high school program. The first year of the program centers around retailing plus applied English, math and social studies. The second year is comprised of merchandizing plus English, accounting and business law. This program leads to a two year college curriculum preparing mid-management personnel in the retail business field.

Student Population - 130 senior high school students.

Instructional Staff Involved - Classroom teachers

Methods/Techniques - Interdisciplinary approach.

Materials - Classroom materials.

Instruments - None

Procedural Update - Budgetary cutbacks at the college level have led to a decision to decrease its support levels for the PACE Program for the coming year. The college commitments to the presently enrolled high school students will be honored.

It is expected that some articulation functions will be maintained through a college contact person. It is further understood that this college representative (presently - Ms. Ruth Caldwell) will not deal exclusively with City District PACE students, but will assume expanded responsibilities on a county wide basis.

This college reduction of commitment has measurably affected the PACE high school student enrollment figures. The various segments of PACE at the high school level will be incorporated into the District's departments for the school year 1974-75. Since PACE utilized the contacts and cooperative functions of GOOP, liaison will continue through the designated Occupational Resource Specialists.

PROCEDURE NO. 28 - APPOINTMENT OF PROJECT COORDINATOR AND CENTRALIZATION OF STAFF

Procedure No. 3 describes the position of Elementary Coordinator. The original proposal did not identify an in-kind administrative position at the secondary level.

In response to recommendations by the third party evaluator, project staff and secondary school administrators, the position of the project coordinator was created. Mr. Richard Bannigan, who was the coordinator of the elementary component of the project, was appointed to the next level of administration and has assumed total program coordination responsibilities.

The Board of Education acted upon this administrative change, effective March 22, 1972, upon the recommendation of the Superintendent, Dr. John T. Gunning, and the Project Directors, Mr. Sidney Johnson and Mr. Hans Lang.

To facilitate the necessary changes at the junior and senior high school levels, the teacher assistant, described as helping teacher under Procedure No. 3, Mrs. Virginia Lewis, at the elementary level was asked to assume the majority of the on-going program responsibility. This, in turn, freed up the coordinator to devote the major part of his efforts to the secondary level. This involved the coordinator relocating his office in one of the participating junior high schools and locating the Occupational Resource Specialists in the same facilities. The coordinator still retained the ultimate responsibility for the activities at the elementary level which at this time are operational.

As a result of the administrative change noted above, the first action taken by the project coordinator was the centralization of the project staff.

Previous to this period, most of the elements of the project's staff were located in various buildings throughout the school district.

PERSONNEL/ACTIVITY	LOCATION
Occupational Resource Specialists (ORS)	Special Projects Building
Program for Advancement of Career Education (PACE)	Levy Junior High School

Procedural Update - None

PROCEDURE NO. 29 - THE INVOLVEMENT OF SCHOOLS AND STAFFS NOT PREVIOUSLY IDENTIFIED WITH THE PROGRAM

As a result of the success of the program in the seventeen (17) schools identified with the project, we have had requests from six (6) more elementary as well as five (5) junior high school special education classes for Career Education services. The services requested included teacher workshops, materials, field trips to the Career Center, and consultant help.

A one-half day workshop was held for twenty (20) teacher aides in the Educational Professional Development Program concerning the Guided Occupational Orientation Program. The workshop was requested by the teacher aides as a result of the activities that had been observed in various schools involved in the program.

Career education materials and resources at both the elementary and secondary levels have been incorporated into the curriculum of the Adult Basic Education Program, located at Washington Irving School.

At the sixth (6th) grade level, the project now serves a total of 1950 students from sixty-four (64) classrooms, located in twenty-one (21) public schools and five (5) non-public schools.

At the fifth (5th) grade level, the project now serves a total of 2700 students from eighty-eight (88) classrooms, located in thirty-one (31) public and five (5) non-public schools.

Student Population - An additional 2900 students.

Instructional Staff Involved - Project staff, Elementary Principals, and additional elementary teachers.

Methods/Techniques - Workshop, field trips, consultant services.

Materials - Teacher guides, unit workbooks, filmstrips.

Instruments - Pre and post tests, data sheets.

Procedural Update - School year 1974-75: sixth (6th) grade level will be district wide - eighty-four (84) classrooms, approximately 2300 students.

PROCEDURE NO. 30 - ESTABLISHMENT OF CAREER EDUCATION CENTERS IN JUNIOR HIGH LIBRARIES

The junior high school librarians were encountering increasing demands by students for career oriented materials. Librarian found that much of what they had to offer was either out-dated or in short supply.

In response to questions raised by the library services, a meeting was held with the project director and the assistant for libraries to discuss the problem and develop recommendations.

The results of this meeting were:

1. Each school library would establish a section under the heading of Career Information Materials.

2. The librarians would accept the responsibility for distribution and inventory control of all materials purchased by G.O.O.P. and placed within the individual school.

3. Each school librarian would inventory the available career education materials within her library and highlight the appropriate cards in the catalog for student identification.

4. Future purchasing of materials related to occupations would be done on the cluster approach to the exploration of occupation rather than to the individual occupational approach.

5. It was recommended that junior high school libraries work together on the ordering of free materials concerning occupation so that duplication will be minimized.

6. Guided Occupational Orientation Program would supply the librarians with a list of materials that GOOP had purchased to avoid duplicate purchasing by the librarians.

7. Our school district has established a teacher resource library containing "ERIC" readers and printers. In cooperation with the project staff, the library department is updating its "ERIC" files with all the available "Career Education" reference materials.

The above recommendations have all been implemented.

In addition to the resources available in the libraries, a career education resource card file was developed and is in use at the present time. This card file contains over 150 resources available to teachers and to students. These resources include speakers, tours, field trips, resource personnel, and materials, such as films, filmstrips, and other printed information. Each item is cataloged and cross referenced in relationship to the 15 job clusters.

PROCEDURE NO. 30 - (continued)

Student Population - Junior high school students and staff,

Instructional Staff Involved - Project staff, librarians,

Methods/Techniques - Standard library procedures.

Materials - Films, books, filmstrips, pamphlets, and other audio-visual materials.

Instruments - Standard library procedures.

Procedural Update - The career education staff feels that much of the material that has been produced commerically is inferior or is an old product with a new cover. We feel that our purchasing of this material has been kept to a minimum because of certain safeguards taken to ensure that materials will be used and integrated into the curriculum. These safeguards were:

a) Generally, it was teachers and librarians who selected materials to be purchased.
b) That a thirty (30) day trial basis materials were sought before purchasing.
c) One-of-a kind materials kept by career staff were products that that would not get used sufficiently by one school but would receive maximum usage district wide.

PROCEDURE NO. 31 - PILOT PROGRAM FOR TWELFTH GRADE STUDENTS

The emphasis of the GOOP at the secondary level has been in the junior high grades. The students presently in the 11th and 12th grades have had no opportunity to participate in career education exploratory activities.

A questionnaire was administered by our school district's guidance division to all graduating seniors in June, 1971. The results of this questionnaire indicate that the majority of the students leaving the school system lacked basic knowledge and skills necessary for seeking and procuring employment.

A pilot program was established and it was aimed primarily at graduating seniors who did not plan to continue their formal education. This pilot program operated in the spring of 1972.

This pilot, involving fifteen (15) to twenty (20) students, met for the equivalent of ten (10) class sessions and covered the necessities for entering the world of work.

Topics for presentation and student activities involved the following:

- making out job application forms
- developing resumes
- interviewing techniques
- personal appearance and attitude
- realistic expectations
- employer and employee responsibilities
- employment benefits
- employment services

The evaluation of this pilot program was based on the reaction of students to materials and information presented. Their input regarding questions not covered by the instructor was also considered in the evaluation.

As a result of this pilot program, a committee was established under the direction of the Director of Occupational and Continuing Education, Mr. Hans Lang. This committee was charged with the responsibility of developing a similar program to be made available to all four (4) senior high schools in our district.

It is expected that the program will be in operation in all four (4) senior high schools this spring (1973).

Student Population - Fifteen (15) to twenty (20) students.

PROCEDURE NO. 31 - (continued)

Instructional Staff Involved - A consultant, Mr. Donald Schank, developed the pilot program.

Methods/Techniques - Classroom participation.

Materials - Films, visual aids, job applications, social security applications, medical questionnaires, etc.

Instruments - Pre and post testing of students.

PROCEDURE NO. 32 - EXPANSION OF COMMUNITY - SCHOOL COOPERATIVE AT SECONDARY LEVEL

The continuing positive results of the Upstate Program (See Procedure No. 19) and IBM Program (See Procedure No. 23) resulted in increased demands for similar student experience opportunities. In response to this increased demand, the project staff at the secondary level (project administrators and ORS's) initiated, formalized, and implemented other programs.

Listed below are additional programs:

1. WESTERN ELECTRIC CO-OP CAREER EXPOSURE PROGRAM

Purpose:

The Western Electric Program had been constructed by initial planning involving Western Electric personnel and the Career Education staff. These groups also met with personnel from Upstate Medical Center to show how another organization had been involved in the past.

The purpose of the program is to give senior high students much needed exposure to jobs in the manufacturing and business careers areas and to acquaint them with the work attitudes and expectations prevalent in a large commercial operation. This program provides a meaningful experience to both students and Western Electric employees. An exposure to a learning environment outside of the immediate school environment shows students involved that the learning experience is a continual and ongoing process and is not limited to one specific setting or group of people.

Goals:

There is a definite need in our schools for increased understanding of job alternatives available to high school graduates. This is coupled with a further need for an understanding of job qualifications and employer expectations. An exposure to jobs in the manufacturing and business areas is a meaningful way of fulfilling these needs in a realistic work-oriented environment (Western Electric). This experience should give students involved a concrete advantage in the effectiveness of their career choice.

Objectives:

The program involving the Syracuse School District and the Western Electric Company has the following objectives:

a. To provide students in 11th and 12th grades with the opportunity to explore jobs within a particular area.

PROCEDURE NO. 32 - (continued)

b. To acquaint students with the goals, purposes, and working philosophy of a manufacturing and business concern.

c. To allow students to participate and/or observe in depth the various job areas represented at Western Electric.

d. To increase job alternatives available to students within a specific area (manufacturing, business).

Student Population - 10 to 14 students per session

Instructional Staff Involved - One (1) ORS, one (1) guidance counselor.

Methods/Techniques - On-site exploration and identification.

Materials - All available media.

Instruments - Western Electric personnel records and procedures.

Procedural Update - *Western Electric Program* - The Western Electric Program allowed students to explore jobs within the communications industry. However, because of union contract regulations, students could not gain actual experience of particular jobs but were able to get an overview of the process as viewed by office management.

2. THE PLAZA-SCHOOL COOPERATIVE PROGRAM

Purpose:

The Plaza-School Cooperative Program was initiated with key personnel from Plaza Extended Care Facility and the staff of the Guided Occupational Orientation Program. The purpose is to give students much needed exposure to the kinds of service occupations existing in an extended care and rehabilitation center and to acquaint them with the general work philosophy and attitudes necessary for working with disabled and the aged. Other purposes identified are to expose residents of the facility to young people in an attempt to get them more positively involved with the living, which is an integral part of the Plaza's philosophy.

Objectives:

The program planned by the Plaza Extended Care Facility and the Syracuse City School District will have the following objectives:

PROCEDURE NO. 32 - (continued)

a. To provide students at the sixth (6th) and eighth (8th) grade levels with the opportunity of early exploration of the health related professions represented within this facility.

b. To acquaint sixth (6th) and eighth (8th) grade students with the general purposes and working philosophy of such a facility.

c. To provide students at the ninth (9th) through twelfth (12th) grade levels with the opportunity to explore in depth and participate in the various job areas represented at the Plaza.

The final details necessary to begin the operation of this program are presently being worked out. It is expected that the students will begin participation in this program within the next sixty (60) days (April 1, 1973).

Student Population - Four (4) students per school year.

Instructional Staff Involved - ORS, Hospital Staff.

Methods/Techniques - On-site exploration and identification.

Materials - All available media.

Instruments - Interest Surveys, preference check-lists.

Procedural Update - To date, no formal program has been initiated with Plaza. The reason for this is that because of the cooperation we have had with Upstate Medical Center we have not had the great need to place students in the program we formerly decided. However, we have used the Plaza as a field trip site, volunteer placements, and a resource for speakers and materials. Other components of our school district (the Health Careers Program) are initiating programs with Plaza.

3. TRANSPORTATION CLUB AND SYRACUSE CITY SCHOOL DISTRICT

Purpose:

The Transportation Club of Syracuse expressed a desire to contribute their knowledge of the transportation field in order to provide students with a realistic understanding of the variety of job opportunities with this area. The membership in the Transportation Club represents all types of industries, including railroads, trucking firms, and airline companies.

PROCEDURE NO. 32 - (continued)

The Transportation Club would like to make students aware of the vast number and variety of jobs in transportation, and provide realistic knowledge of job qualifications and expectations. In keeping with our goal of increasing the student's awareness of the world of work through first hand exposure to various occupational areas, we readily accepted their offer.

Goals:

Considering the recognized need in our schools for more accurate and relevant occupational information, we feel that through personal contact with various individuals having varying job responsibilities in different industries within the transportation field the students will have the opportunity to increase their knowledge and understanding of the occupations offered within this area. Secondly, the students will be able to learn the means of obtaining a desired job objective. Members of the Transportation Club come from various levels of management and operations and have the ability to provide realistic information which includes their own personal experiences.

Objectives:

The program operated by the Transportation Club and the Syracuse City School District has the following objectives:

a. The students will gain an understanding of the broad employment possibilities offered in the transportation field.

b. The students will gain knowledge regarding the general job qualifications and employer expectations in this area.

c. The students will have an understanding of specific realistic job functions involving careers in transportation.

d. The students will, after a general orientation to the entire field, explore those specific job areas in which he expresses an interest with a representative from the transportation industry who is employed in this area.

e. The students will gain an understanding of the entry-level jobs available and the long range career possibilities.

The Transportation Club has approached one of the participating high schools with an offer to provide resources for the development of a course in transportation. This offer is under consideration and the support of the project. The project has expressed a willingness to assist in the costs of the development of the course curriculum.

PROCEDURE NO. 32 - (continued)

Student Population - Twenty (20) - twenty-five (25) students per session (two (2) class periods).

Instructional Staff Involved - Guidance Counselor, Representatives of Transportation Club.

Methods/Techniques - Visual presentations, informational lectures, question and answer periods.

Materials - Selected industry oriented materials.

Instruments - None identified at this time.

Procedural Update - The Transportation Club offers a great potential and we would recommend that other districts search out associative type possibilities in their own regions when initiating career education programs. (See Appendix - Vol. IV - Sect. D, No. 4)

4. SAIR AVIATION OCCUPATIONAL INFORMATION PROGRAM

Purpose:

The Sair Aviation Occupational Information Program was initiated through the cooperation of Mr. Mick [illegible]nson, flight school director at Sair Aviation, and the Occupational Resource Specialists of the Syracuse City School District. The purpose for this program, as identified by the Guided Occupational Orientation Program, was to give students exposure to the types of careers offered by the aviation industry, and in particular, the training needed to become a pilot. The following goals and objectives are to be accomplished by means of this program.

Goals:

There is a definite need in our schools for increased student awareness and experiences through which career planning can be encouraged. Student involvement in a program of career exploration in the field of aviation is a meaningful way of exposing students to realistic work possibilities which may help them in their own career choice.

Objectives:

The Sair Aviation Occupational Information Program has the following objectives:

PROCEDURE NO. 32 - (continued)

a. To provide students in grades nine (9) - twelve (12) with the opportunity to explore jobs within a particular area.

b. To acquaint students with the goals, purposes, and working philosophy of the aviation industry.

c. To allow students to take part in a simulated pilot training session, and to participate in an active flight.

d. To increase job alternatives available to students within a specific area (Transportation).

e. To show students the connection between skills learned in school and the skills necessary to work in the aviation industry.

Procedures:

Beginning in October 1973, approximately 10-20 students from each junior high and senior high school were identified, by teachers and counselors, as having expressed interest in the aviation industry. These students spent a two (2) hour block of time participating in a simulated pilot training session, inspecting airplanes, and learning of the various jobs in the aviation industry. Of these 10-20 students, three (3) were selected to go on an actual flight. The selection was made by the student's home school through an essay contest on the subject or similar selection process. Transportation to Sair Aviation was arranged by the Syracuse City School District.

Student Population - 130 students (approximately fifteen (15) from each of the nine (9) junior high schools.

Instruction Staff Involved - Guidance Counselor, Occupational Resource Specialist, Teacher, Representative of Sair Aviation.

Methods/Techniques - Visual presentations, tour of a charted plane service and actual flight in a four (4) passenger plane.

Materials - None

Instruments - Depends on methods used to select those students who will fly.

Procedural Update - The Sair Aviation Program has been a great success and offers students with aviational interests the opportunity to explore occupations of this field. (See Appendix - Vol. IV - Sect. D, No. 2)

PROCEDURE NO. 33 - DEVELOPMENT OF PILOT INDUSTRIAL ARTS PROGRAM FOR CAREER EDUCATION

Pilot Industrial Arts Program

The pilot Industrial Arts Program is intended to serve as a model for future cooperative programs involving the Industrial Arts Department and the Guided Occupational Orientation Program (GOOP). It is hopeful that the methods, materials, and ideas developed and implemented in this program will be utilized in the other junior high schools in our district. Following is a description of the program:

Guided Occupational Orientation
Industrial Arts Program
Status: Pilot Program

Purpose:

The Guided Occupational Orientation Program has, throughout the school year 1971-72, seen the need to involve ninth (9th) grade Industrial Arts students in a concentrated career exposure program. The majority of these students are non-college bound and many are what could be termed "potential drop-outs". In keeping with our goal of increasing career alternatives for junior and senior high students, it was felt that a coordinated approach to careers in the Industrial Arts arena would be needed. This Industrial Arts exposure should provide a meaningful tie-in with the regular junior high careers program.

Goals:

Considering the recognized need in our schools for more accurate and relevant occupational information, we feel that through person contact with various individuals in multitudinous job areas students will develop a more complete understanding of the trade and industrial community. Secondly, students would apply, in a concrete way, those work tasks observed on forays into the community. This would be done through the use of Central Tech facilities and resources of the Guided Occupational Orientation Program.

Objectives:

a. An increased understanding of the opportunities available in the Syracuse community.

b. An interdisciplinary approach by the regular GOOP and Industrial Arts with the goal of finding out how to get jobs in these fields, filling out applications, requirements, skills needed, etc.

PROCEDURE NO. 33 - (continued)

c. The students will have an understanding of realistic job opportunities after high school.

d. The students will make connections between English, science, social studies, and math skills to skills in the manipulative or Industrial Arts area.

e. The students will develop an understanding of entry-level job requirements in the trades, manufacturing and industrial arts.

f. The Industrial Arts discipline will, as a result of an interdisciplinary approach, become more closely associated with the core subject areas in the student's perception.

Procedures:

In September, 1972, approximately 16-18 Levy Junior High ninth (9th) graders were identified by their guidance counselor as having expressed an interest in the Industrial Arts Careers Exposure Program (CEP). The Industrial Arts teacher, Mr. Dittmann, meets with them for two (2) class periods daily. The program includes field trips, classroom applications, speakers, outside projects, and some work experience.

Student Population - 16 to 18 ninth (9th) graders.

Instructional Staff Involved - Guidance Counselor, ORS, Industrial Arts teacher.

Methods/Techniques - Field trips, classroom application, outside projects, use of speakers.

Materials - Films, filmstrips, project materials.

Instruments - Pre and post testing, verbal feedback from students and teachers.

Procedural Update - Funded by GOOP for school year, 1972-73.

PROCEDURE NO. 34 - DEVELOPMENT OF A PROJECT FLOW CHART TO IDENTIFY EMPHASIS BY GRADE LEVEL

The third party evaluator, Educational Services, Inc., recommended that a programmatic flow chart be designed. The project staff, in cooperation with Educational Services, Inc., held a series of meetings regarding this task. The result of the meetings was the actual design of the flow chart.

Development of a Project Flow Chart

- This chart included the definition of the project mission broken down into levels, i.e., elementary, junior high, and senior high.
- The chart indicated the theme to be emphasized at each of the three levels, e.g., "Awareness" at the elementary level.
- The chart identified the major goal of each level, e.g., Increase the awareness of students of the World of Work and its composition.
- The chart further broke down the major goals of each level into grade level goals, e.g., Fifth Grade - "What is the World of Work?"
- The next step in the charting procedure was to identify the variable at each grade level in relationship to the goals, e.g., Assessment of the awareness of the World of Work - Fifth Grade.
- Prior to the development of the flow chart we evaluated by level, i.e., elementary, junior high, senior high. We are now attempting to evaluate by grade level.

Student Population - None

Instructional Staff Involved - Project staff in consultation with E.S.I. staff.

Methods/Techniques - Series of meetings.

Materials - Flow chart.

Instruments - None

Procedural Update - The secondary career education writing team used the grade level goals as a point of departure and developed performance (behavioral) objectives that would easily allow activities to be developed. These activities related to the subject area in order that they could be integrated into the curriculum.

PROCEDURE NO. 34 - (continued)

Procedural Update - continued

Because other school systems may want to use these goals for different grades than we have, levels were developed - Level I represents 5th and 6th grades, Level II - grades 7th, 8th, and 9th, Level III - grades 10th, 11th, and 12th. (See Appendix - Vol. IV - Sect. A)

PROCEDURE NO. 35 - DEVELOPMENT OF JUNIOR HIGH SCHOOL CAREER EDUCATION RESOURCE CURRICULUM KITS

The junior high GOOP curriculum developed for use throughout the 1971-72 school year failed to receive substantial teacher acceptance. This problem was mainly due to methodology and not content.

This problem was identified by on-site evaluation by (1) the Occupational Resource Specialist concerning the use of the curriculum materials; (2) a teacher survey taken regarding a critical analysis of the materials, student reaction, and subject taught. The combination of the above two items, coupled with administrative involvement, were used as a basis for the curriculum revision. Actual revision work began in spring of 1972 with the selection of a writing team.

Using the following inputs -

1. Experience with materials used in the first year of the program
2. Compiled results of teacher survey
3. The project flow chart (See Procedure No. 34)
4. Emphasis on teacher orientation and acceptance
5. Recommendations by the third party evaluator

a junior high school curriculum writing team was selected. The writing team included the following personnel:

2 social studies teachers
2 English teachers
2 math teachers
2 science teachers
2 junior high school principals (p/t)
1 junior high school vice principal (p/t)
1 guidance counselor
3 Occupational Resource Specialists (p/t)
1 Central Office staff member (Instructional Supervisor)

Note: Each junior high school had at least one representative on the team.

The writing team was under the direction of a classroom teacher.

The duties of specific elements of the writing team were as follows:

The two principals, the vice principal, the guidance representative, and the Central Office staff representative assisted in the writing and acted as consultants in the areas of the particular competency and responsibility. They have a continuing role during this school year, 1972-73, of dissemination, orientation, and cooperation among their counterparts on a district wide basis.

PROCEDURE NO. 35 - (continued)

The eight (8) teachers representing the four (4) major subject areas had the responsibility of the actual writing of the curriculum. Their continuing responsibilities included the orientation, dissemination, and implementation of the materials produced during the workshop to the teachers within the schools they represent. They further act as sources of information to the project staff as to the problems encountered and indicated needs on a school by school basis.

The four (4) ORS assisted the writing team in the identification of resources, evaluation of activities that pertain to the community and the validation of those proposed community activities. Their continuing responsibilities in relation to the writing team are to assist the members of the team in the orientation, dissemination, and implementation of the materials produced during the workshop.

The Guidelines for the Curriculum Writing Team:

One of the more difficult problems encountered during the implementation and use of the curriculum materials in the first year was the misunderstanding by the teachers of what career education was and how to incorporate it into the existing curriculum. For the most part, teachers tended to identify the objectives and activities of career education as another subject rather than as an integral part of the existing curriculum, e.g., social studies was taught four (4) days out of the week, with the fifth day devoted to career education.

To provide the articulation needed between career information and subject matter, certain materials were developed. An example of the materials developed within the eighth (8th) grade social studies (which is American History) deals with the unit concerning "Communications". While the student is learning about the topic of "Communications" in America by studying, for example, biographical data concerning Alexander Graham Bell or Marconi, he is given opportunities to explore the contributions of these inventors as they apply to the present world of work. He is able to explore the job opportunities available within the Bell Telephone System as they may relate to himself, thereby developing an articulation between historical data and student's present areas of interest and opportunity.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A. Junior High School Curriculum Writing Team Activities

PROCEDURE NO. 35 - (continued)

Examination of previous materials and evaluation of program:

The junior high school curriculum writing team evaluated the program as it involved them in their particular schools. The major discrepancies of the previous program were compared, using the teacher survey that was available to every junior high teacher involved in the Guided Occupational Orientation Program.

Recommendations of third party evaluator (ESI):

The team researched the third party evaluator's guidelines which were written in the form of goals, and the team felt that the guidelines were applicable to most of the curriculum in the seventh (7th) and eighth (8th) grade areas which the team would cover, i.e., English, math, science, and social studies. Using the guidelines the team made less general goals and objectives for the seventh (7th) grade program. These goals and objectives were designed to be in important part of the guidelines and could be performance tested. (The main goal in the seventh (7th) grade is "Who Am I and How Might I Fit into the World of Work?")

Writing team designs activities with resources:

The purpose of the performance evaluated goals and objectives was to have teachers, either those on the writing team or the teacher who would use the material in the future, design activities which could fit the needs of different classrooms. In addition to the many activities the teachers have already been using in the area of career orientation, the team added a variety of activities which would meet the individual styles of the students and the teachers, e.g., group sessions, individual projects, large group activities.

Selection of structure for the program:

The team decided that the program should be flexible and always subject to change, especially in the area of learning activities. It was also felt that a method to organize materials was necessary but only if the method was easy to use.

The program with the goals, objectives, and activities was placed in kits. The goals were subdivided into objectives which would meet a particular part of the goals.

PROCEDURE NO. 35 - (continued)

The eighth (8th) grade program:

The seventh (7th) grade program was about 90% completed when the eighth (8th) grade program was begun. For consistency, the teams felt it should structure its eighth (8th) grade program similar to its seventh (7th) grade program. The structure was built around the general guideline goal of "What are my opportunities in the world of work which relate to my interests, abilities, and needs".

The ninth (9th) grade program:

Although the team was not charged with the responsibility of producing a ninth (9th) grade program, a program outline was developed which allows the ninth (9th) grade teachers at different schools to select a particular option within the program. The options were:

1. Using last year's (1971-72) materials,
2. Using parts of the eighth (8th) grade program (Goals 1A through 2D)
3. Individualizing the program and allowing the ninth (9th) grade teachers to act as advisors to a given number of ninth (9th) grade students.
4. To allow the school to design its own programs.

Assembly of the kits:

The team spent two (2) days assembling the kits, making structure changes, and reviewing the material in a completed form.

Contact of administrators:

The writing team contacted all of the junior high school administrators who had not participated in the curriculum writing workshop and invited them to a brief orientation. This orientation dealt with all the activities and result of the workshop.

Student Population - None

Instructional Staff Involved - Entire writing team

Methods/Techniques - See activities and accomplishments.

Materials - Curriculum kits.

PROCEDURE NO. 35 - (continued)

Instruments - None

Procedural Update - Writing Team for Junior High Curriculum Resource Kit - In the summer, 1973, teachers (basically, from previous writing teams) who represented all subject areas and junior high schools wrote goals and objectives that they felt were important for a student to achieve at that grade level. Along with these goals and objectives, the writing team designed activities that could fit into a regular curriculum (English, math, science, and social studies) and activities that may have to be done outside of class.

The ninth (9th) grade Career Education Kits have been placed in each school. The kits are accessible for teacher use. The kit is divided into (1) classroom teaching activities, (2) a student handbook which outlines outside classroom activities, and (3) Careers Unlimited Booklets that teachers and students could utilize to ensure mastering a particular goal or objective. (The student handbook was used by six (6) out of nine (9) junior highs).

The goals and objectives may be mastered in or out of a classroom setting, or both. An example of this would be a student who volunteered to work at a consumer affairs office while taking a consumer's math course in school.

In addition to the ninth (9th) grade program, teachers rewrote material in the seventh (7th) and eighth (8th) grade kits. In particular, Values Clarification Activities were written into the English segments of the kits and activity highlights were condensed for each grade level kit. (See Appendix - Vol. IV - Sect. B, No. 5)

PROCEDURE NO. 36 - PILOTING AND IMPLEMENTATION OF JUNIOR HIGH SCHOOL CAREER EDUCATION RESOURCE CURRICULUM KITS

On September 8, 1972, the entire secondary GOOP staff conducted an orientation meeting with the staff of Levy Junior High School. Levy Junior High had been selected to be the pilot school for the new Integrated Junior High School Career Education Curriculum.

The Levy faculty was advised that the GOOP staff would be at Levy for approximately two (2) weeks to:

- Evaluate teacher acceptance of the curriculum.
- Identify problems of implementation.
- Develop techniques for the orientation of the other eight (8) junior high school staffs.
- Assist teachers in the use of curriculum kits in relation to the teacher's subject areas.
- Assist the librarian in establishing Curriculum Resource Center.

Following the orientation meeting, a four (4) hour workshop was conducted for the purpose of developing a plan for implementation and continuation of the program for school year, 1972-73. Funds for this workshop, which was held on a Saturday morning, were provided by GOOP. Following the workshop, the principal filed with the assistant superintendent of secondary education the written work plan developed by the participants during the workshop.

On-site observation by the project staff during the pilot period indicated that the new program had gained the acceptance of the Levy staff and it was clearly indicated that the GOOP staff could now implement the program in the remaining eight (8) junior high schools.

Implementation of New Program at Eight (8) Other Junior High Schools

The orientation of the remaining eight (8) junior high schools was completed on October 18, 1972. These schools completed their individual implementation planning workshops on October 28, 1972. The goal of the GOOP staff was to complete both the orientation and implementation planning workshops by November 1, 1972, therefore, the goal was completed three (3) days in advance of the deadline.

A sample agenda of the orientation held at the remaining eight (8) junior high schools is as follows:

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

Eastwood Junior High School
351 Nichols Avenue
Syracuse, New York

September 18, 1972

Introduction	Mr. Norman Koslofsky Principal
General Remarks	Mr. Richard Bannigan Project Administrator
Summary of Writing Team Activities	Mr. Ron Cocciole, ORS
Grading, Implementation Plan, Workshops, Administrative Role	Mr. Norman Koslofsky Principal
Counselor's and ORS's Roles in GOOP - Evaluation, Resources	Mrs. Marilee Fossaceca, ORS
Library Resources	Mrs. Lucille Ehling, Librarian
Role of Teachers, Structures and Use of Kits	Mr. Leo Sweeney, Teacher & Writing Team Member

Student Population - 552 at pilot school, 5496 at remaining eight (8) schools.

Instructional Staff Involved - Total staff of the pilot school involved in orientation and implementation, total staffs of other junior high schools in orientation, and Occupational Resource Specialists.

Methods/Techniques - Workshop and inservice.

Materials - Curriculum kits and resources.

Instruments -

Procedural Update - The Career Education Workshops were again given at the beginning of school year 1973-74, i.e., a one (1) hour introduction and individual half (½) day workshop that can be requested of Superintendent by the building principal.

This coming school year we will request not only to have junior high school workshops but senior high workshops as well. This will affect a teaching and counseling staff of five hundred twenty-five (525) students.

PROCEDURE NO. 37 - WORLD OF WORK UNIT FOR FIFTH GRADE STUDENTS

A major accomplishment during this period has been obtaining a commitment to involve every fifth (5th) grade class in the district in project.

The involvement of the GOOP activities at the fifth (5th) grade level has resulted in the following activities:

1. The sixth (6th) grade two-week orientation unit was revised for use for fifth (5th) grade students as a two week social studies unit - "WORLD OF WORK"

2. Quadrant meetings were held involving every fifth (5th) grade teacher in the school district. During these meetings, the participants received instruction on how to use the "WORLD OF WORK" unit. Copies of the "WORLD OF WORK" unit printed during the summer were distributed to every school in the district in sufficient quantities so that every fifth (5th) grade student would have a copy.

The "World of Work" unit is now part of the regular fifth (5th) grade social studies curriculum.

Student Population - 2456 fifth (5th) grade students.

Instructional Staff Involved - 93 teachers, 1 project staff member.

Methods/Techniques - Orientation workshop.

Materials - "World of Work" Unit, filmstrips.

Instruments - Evaluation (pre and post testing).

Procedural Update - Incorporated into the Life Centered Curriculum. (See Procedure No. 12 and Procedure No. 39.)

PROCEDURE NO. 38 - THE SYRACUSE CITY SCHOOL DISTRICT PASSES "YEAR OF CAREER AWARENESS" RESOLUTION

Efforts on the part of the project staff, to receive district wide recognition and acceptance of career education, were rewarded on August 15, 1972. The following is a resolution passed by the Syracuse Board of Education, meeting in regular session, indicating their endorsement of the project's activities.

"YEAR OF CAREER AWARENESS"

Resolved: That the superintendent of schools be, and is hereby, authorized to designate the 1972-73 school year as the "Year of Career Awareness" in the City School District; and be it further

Resolved: That the superintendent and his staff shall make every effort to focus attention on the part of the total staff and community on the extensive efforts being undertaken and the interest being demonstrated both at the elementary and secondary levels in the way of programs in occupational and career areas.

The superintendent indicated that, for this proposal, every effort would be made to develop an awareness among pupils in the district of the importance that career study and investigation have in terms of their futures as workers and producers either in the professions, business, or industry of the American economy.

Mr. Lyon moved for approval of the resolution, which was seconded by Mr. Munson, and unanimously approved by the Board of Education. (ITEM H OF AGENDA)

Student Population - None

Instructional Staff Involved - None

Methods/Techniques - None

Materials - None

Instruments - None

Procedural Update - The "Year of Career Awareness" emphasis was significant, not only for COOP but for other programs, and made the transition to the career education concept much easier.

PROCEDURE NO. 39 - SYRACUSE SCHOOL DISTRICT APPLIES FOR AND RECEIVES FUNDS TO DEVELOP A LIFE CENTERED CURRICULUM FOR ELEMENTARY GRADES

During the 1972-73 school year, communication was received from the New York State Vocational Education Department soliciting proposals in the field of Career Education. Funding has been made available for planning curriculum revision and teacher orientation.

The Syracuse City School District, already dealing extensively with grades five (5) through twelve (12) within the Guided Occupational Orientation Program, submitted a proposal for a three (3) year grant. This proposal requested funding for the revision of the Kindergarten (k) through six (6) curriculum, the training of teachers in the use of the curriculum and the piloting of the new curriculum on a district wide basis.

The GOOP staff, in cooperation with the Special Projects staff of the Syracuse City School District, prepared and submitted a proposal entitled, "A Life Centered Curriculum".

Communication with the New York State Education Department indicated that the proposal was the best of its kind that they had ever received. It ranked number one (1) of thirty-eight (38) proposals that had been submitted. The school district received a first year funding grant of $104,000 for the project.

Activities of this proposal began with a Project Planning Committee workshop and is proceeding according to the time schedule. The Life Centered Curriculum (LCC) is essentially a reorganization of the present elementary curriculum to include career education as an integral and inseparable component of the total educational process. Just as education has always been a preparation for living, the Life Centered education aims to put equal emphasis on preparation for making a living as well. (For a detailed summary of the Life Centered Curriculm, see Appendix - Vol. III - Sect. F)

Student Population - None

Instructional Staff Involved - GOOP staff and Special Projects staff.

Methods/Techniques - Work meetings to write proposal.

Materials - Research materials, evaluation materials.

Instruments - None

PROCEDURE NO. 39 - (continued)

Procedural Update - The seventy-five (75) teacher writing team met at a workshop in September, 1973, to receive the units for each to field test in their classrooms.

During the limited pilot (1973-74) year, and district pilot (1974-75) year, stress is being placed upon expansion of the units and refinement of strategies as they are used in the classroom. A primary goal is to supplement these strategies with new ones that the teachers have found successful. The result is an ever developing, student centered, teacher written program of learning activities, which infuses the entire educational process with the concepts of career education, an education for life.

During 1973-74 approximately 360 teacher reaction sheets and 225 teacher monthly evaluation sheets were returned and coordinated by the program staff. From December through May, the project staff conducted 1/2 day inservice workshops in each of the thirty-one (31) elementary buildings to familiarize and involve the elementary staff of 550 teachers to the Life Centered Curriculum. This step was felt as essential since the District is presenting the twenty-eight (28) units as the social studies curriculum K-6.

This curriculum has incorporated the grade 5-6 occupational orientation and career study program now operating district wide at the intermediate level, involving over 175 teachers and close to 5,000 students. At the sixth (6th) grade level, each student spends at least one month in an indepth study of career families of his interest, enriched by trips to the Career Center and the Skill Experience Lab.

A twenty (20) member rewrite team did revisions based on the first pilot year in preparation for distribution to the total elementary staff.

In September and October 1974, orientation of each of the 550 elementary teachers will be conducted. It is anticipated that there will be building follow up workshops conducted by the staff to supplement this initial massive inservice effort. Additionally, each parent organization will have the opportunity to have the program staff orient them to this major curriculum change. It is sincerely hoped that the proposal for the extension of funds from January - June of 1975 be forthcoming in order that the above mentioned plans be feasible as well as the coordination of feedback from the district wide use of the program and the development of curriculum materials. Also anticipated is the continuation of requests by other school districts for help via inservice or demonstration techniques.

PROCEDURE NO. 40 - PROPOSED DIRECTIONS OF PROJECT FOR THIRD YEAR GRANT

As stated in the February 1973, Interim Report, this procedure mentioned that the first year of emphasis was the elementary level, the second year was the junior high level, and now we are reporting progress of the senior high level (grades 10-12) and its expanded involvement.

The involvement in grades 5-12 as was mentioned in the Interim Report (February, 1973) would allow us to move the Career Education Program to a point at which the City School District would be in a position to view the entire project in relation to its continuance.

The following procedures will show attempts to perfect career education's already existing programs and attempts to involve the senior high level. Examples of recent high school involvement are:

1. Senior Employability Program
2. Cooperation with PACE (Programs for the Advancement of Career Education) by Occupational Resource Specialists
3. Establishing internships for students
4. College experiential courses taken by high school students
5. Generally, more emphasis by the Occupational Resource Specialists in integrating career education activities in already existing curricula.

Student Population - Does not apply

Instructional Staff Involved - Does not apply

Methods/Techniques - Does not apply

Materials - Does not apply

Instruments - Does not apply

PROCEDURE NO. 41 - DEVELOPMENT OF SENIOR HIGH SCHOOL EMPLOYABILITY ORIENTATION PROGRAM

A. Development of a Senior High School Employment Orientation Program

Inasmuch as the project has concentrated its efforts toward total student enrollment in grades 5-9, a lack of student involvement at grades 10-12 became apparent. Recognizing that we had neither the funds, personnel, or the time to become effectively involved with grades 10-12 in a comprehensive manner, a meeting of project staff was held to identify what activities could be designed to meet some immediate needs. It was discerned that many of our students during the twelfth year lacked even the most basic skills for seeking and obtaining employment upon graduation; this would be our first major area of involvement.

Under the direction of the project director, Mr. Hans Lang, all elements of the project staff, including P.A.C.E., Occupational Learning Centers, Occupational Resource Teachers, and a representative of New York State Employment Service met for a preliminary meeting. Mr. Lang expressed his concerns and the concerns of the project staff as to the lack of high school activities involving the majority of the students. He outlined a concept that the least that should be done on a short term basis would be to develop a unit that could be taught by academic and/or occupational education teachers in a short period of time. This unit would provide students with the basic essentials for obtaining employment. Mr. Lang requested that Mr. Vincent Brennan, Assistant, Work Study and Special Needs Program, chair the committee to develop this unit. The meeting was then turned over to Mr. Brennan.

Mr. Brennan requested that the committee members research their activities and identify what they considered the most essential requirements for any student seeking employment.

In subsequent meetings a sequential design was developed representing six 40-minute sessions covering all aspects identified as being the most necessary topics to be treated. The total committee was broken up into subcommittees, each of which dealt with three topics. The topics were outlined, bibliographies and resources developed and brought back for the reaction of the total committee. The total unit was then turned over to the Occupational Resource Specialists who were responsible for instituting pilots in each of the four (4) high schools to field test and evaluate the unit in various subject areas.

The pilots indicated a high degree of acceptance by both students and teachers. The pilots made use of many community resource people and free materials supplied by both public and private concerns.

PROCEDURE NO. 41 - (continued)

In order to provide maximum utilization of resource people's time and to have the greatest impact on the most students in a minimal number of clock hours, it was necessary to have each part of the unit make use of all available multi-media techniques. For example, one day dealt with interviewing skills and techniques. A director of personnel from a local business concern was asked to come into the classroom and interview three volunteer student candidates. In turn, other students in the class, supplied with a "rating sheet", attempted to identify which of the three candidates might subsequently be hired. This entire presentation was video-taped and made available should there not be someone available for a live presentation.

During the spring of 1973 and school year 1973-74, the ORS were responsible for implementing the program in various experimental ways.

1) Central Technical High School - through classes in the Business Department.

2) Corcoran High School - through senior social studies classes and on a voluntary basis.

3) Henninger High School - through social studies senior elective classes.

4) Nottingham High School - as a separate mini course with students participating on a voluntary basis.

During July, 1974, a writing team composed of senior high teachers, junior high teachers, Communication Specialists, and Occupational Resource Specialist worked on evaluating, editing, and expanding career education curricula.

In particular, the Experimental Employability Orientation Program was formalized. Since social studies is most conducive to making the employability orientation program a unit within the already existing courses (e.g., Great Issues and Economics) it was felt this is where the effort would be. The program will continue to be part of the business programs, after school programs, as in the past, and now new commitments have come from the Syracuse City School District's Occupational Division and the Occupational Learning Center Counselors.

The program now called Careers in Perspective: An Employability Orientation Program for High School Students will be presented to the Syracuse Board of Education at the December, 1974, business meeting for approval as a Quarter Course (9 weeks). (See Appendix - Vol. IV - Sect. E, No. 2 for an in-depth understanding).

PROCEDURE NO. 42 - CAREER DAYS

During the project, increases in "Career Days" have been noted on the elementary and junior high level. Basically, career days are activities that bring large groups of individuals who represent varied occupations into particular schools.

"Career Day" activities have provided methods to accomplish major goals. For career education to work effectively at the junior high level it is necessary for teachers and school administrators to interact in planning and scheduling activities. It appears that the "Career Day" concept provides a common base for interest and involvement across traditional subject and administrative lines. It provides for activities which relate to student interest rather than subject oriented identification.

Student Population - Students of particular schools involved.

Instructional Staff Involved - Total school staff, occupational representatives, and career education staff to link two groups.

Methods/Materials/Techniques - A method is used to determine student interests, occupational representatives are then contacted based on interests. Students then visit representatives on Career Day. There are many ways to physically set up the Career Day. Some schools set up separate rooms for each representative, others use part of a gym. Time is also a variable.

Instruments - Interest Survey.

PROCEDURE NO. 43 - VALUES CLARIFICATION IN CAREER EDUCATION

Responding to concerns from teachers and various community groups, it was felt that no career choice should be made without having recieved and established alternatives. Values Clarification simply would allow an individual to have these alternatives prior to reaching a decision.

In viewing our Career Education Resource Kits, we found emphasis on alternatives was limited. Inasmuch as the sequence of the junior high school program was geared towards making a tentative career decision at grade nine (9), it became necessary to include activities to motivate the use of alternatives in decision making.

In addition to its goal of writing a structured ninth (9th) grade program, the 1973 summer writing team's English teachers expanded the existing seventh (7th) and eighth (8th) grade English programs developed in 1973. This involved values clarification and its importance in making valid career decisions.

The previous English goals, objectives, and activities were generally kept but when the writing team participants - including a Values Clarification Consultant - saw the chance to include values clarification activities this was done.

The values clarification consultant worked for two weeks with the writing team. In addition, he gave a two hour orientation and assisted in teacher workshops when the program was introduced to the junior high schools.

Student Population - All junior high students.

Instructional Staff Involved - Writing team teachers, classroom teachers.

Methods - Values clarification materials from kits.

Instruments - None

Techniques - Integration of Career education in curriculum.

PROCEDURE NO. 44 - VOLUNTEER OPPORTUNITIES AVAILABLE TO STUDENTS

Contacts were made with the Volunteer Center, Inc. of Syracuse to have students volunteer for jobs. There are over 100 available locations for students 16 years of age and older, and over 50 locations for students 14 years of age and older.

The duties are varied, but clerical and health related areas comprise the majority of opportunities. Students satisfactorily volunteering are eligible for high school credit. (Every 75 hours of service equals 1/4 unit - a student needs 17 units to graduate high school).

Students have earned credit under the following headings:

1. Career Education - given to junior high students (grades 7-9).
2. Work-Study Experience - for students in grades 10-12.
3. Social Studies Community Service Internship - for seniors.

During summer, 1973, over 20 students volunteered for work - 17 earned credit. This school year, 1973-74, 18 students worked and are eligible for credit.

The summer (1974) a major emphasis was made for volunteer jobs and applicants have been interviewed.

Student Population - Students over 13 years of age interested in volunteering.

Instructional Staff Involved - Occupational Resource Specialists and Placement Counselors from Volunteer Center, Inc.

Methods/Techniques - Dissemination of information by guidance counselors, teachers, and student bulletins (See Appendix - Vol. IV - Sect. D, No. 5), interviews and placements by placement counselors at Volunteer Center.

Materials - None

Instruments - Job applications, feedback forms filled out by agencies hiring volunteers.

PROCEDURE NO. 45 - EFFECTIVE RESOURCES FOR STUDENT INTEREST

Throughout the duration of the program and especially this past year, special emphasis has been made to make the resources - speakers, field trips, etc. - as relevant to the students as possible.

Answering suggestions from teachers and the community, attempts have been made by the Occupational Resource Specialists to design field trips and speaker procedures that would involve students with a general interest in a particular resource. Two primary ways this has been attempted are:

1. Slide Presentations - Students are shown slides of the business or industry they will visit prior to actually going to the location. Interest levels then can be determined by the teacher.

2. The ORS, working with the guidance counselor, have predetermined interests by means of a Cluster Survey and have set up speakers and resources according to these cluster interests. Students are grouped according to interests.

Student Population - 7th through 12th grade students.

Instructional Staff Involved - Occupational Resource Specialists, teacher and/or counselor.

Methods/Techniques - 1. Slide presentation of field trip site highlighting key jobs.

2. Simple survey to determine cluster(s) in which a student may have interest. (See Appendix - Vol. IV - Sect. F, No. 2)

Instruments - Cluster Survey Test.

PROCEDURE NO. 46 - DEMONSTRATION OF CAREER EDUCATION PROGRAM

There has been a special attempt by the elementary and secondary career education personnel to share with other school districts the materials, ideas, procedures developed by our project. Requests have been handled in several ways (1) material that is available (2) having visitors (3) puttong on presentations for other school districts.

One system for effective dissemination of information has been through the regional career education coordinators of the Board of Cooperative Educational Services (B.O.C.E.S.). This usually covers two (2) and three (3) county areas.

Student Population - None

Instructional Staff Involved - Project Administrator, Occupational Resource Specialists, counselors, teachers.

Methods/Techniques - People who are directly responsible for the developing of career education materials should be the individuals visiting other districts, talking to groups of key administrators, counselors, teachers and parents about starting career education programs.

Materials - Career education materials developed.

PROCEDURE NO. 47 - AWARENESS OF OCCUPATIONAL DIVISION OPPORTUNITIES FOR STUDENTS

Each junior high school is entitled to a one-half day inservice workshop per month. In cooperation with Mr. Donald Caldeira, Principal of Central Tech's Occupational Division, the Occupational Resource Specialists (ORS) arranged tours of the Occupational Division by faculties of Syracuse's junior high schools. The Occupational Division is the Vocational Technical High School of the Syracuse City School District. Students attend on a half-day basis.

The purpose of the field trip by teachers was to:

1. Expose them to the various programs offered in Occupational Education.
2. Enable faculties to develop an understanding of the requirements necessary for students to attend these various programs.
3. Motivate teachers in order that tney identify students with necessary interests and abilities for the Occupational Division.
4. Motivate teachers to arrange small group field trips for students interested in the Occupational Division.

Seven (7) out of nine (9) junior high faculties attended the Occupational Division Workshop and response of the workshop was very favorable. Comments for more workshops of this type in the future were made by the teachers.

An increase in small group visitation by students was noted by the Occupational Resource Specialists, as well as definite increase in requests for information by the guidance counselor of the Occupational Division.

Student Population - None

Instructional Staff Involved - Principal, vice principal, guidance counselor and teaching staff at the Occupational Division, and also Occupational Resource Specialists.

Methods/Techniques - Field trip by teaching staff of junior high schools; each school attends different day.

Materials - Student handbook - Occupational Division.

Instruments - None

PROCEDURE NO. 48 - EXPOSURE OF CAREER EDUCATION TO SCHOOL DISTRICT PERSONNEL AND REPRESENTATIVES FROM THE BUSINESS COMMUNITY

During the school year, 1973-74, special emphasis was made to expose our career education program to individuals who are connected with the Syracuse City School District either directly or indirectly (parent groups, business community, etc.).

One workshop was held for fifty (50) individuals selected by principals of the city's four (4) high schools who could most benefit from such exposure. The purpose of the workshop was to have participants develop a concept of career education and to show what was being done in the elementary and junior high schools. With our goal of formalizing a high school program it was felt that these key teachers would be able to offer input to the program and obtain an understanding of the types of exposure given students.

A workshop was held for members of the business community to make them more aware of our programs. Forty-two (42) representatives from the business community participated and the career education staff felt it received as much information from these individuals as it had given.

Student Population - None

Instructional Staff Involved - Career Education staff.

Methods/Materials/Techniques - Exposure of all career education programs and affiliated school district programs K through 12. This was done by exhibits of material, slide presentations, and actual tours of Skill Trainer and Career Center. (See Procedure No. 8).

6(d) RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

6(d) RESULTS AND ACCOMPLISHMENTS OF THE PROJECT - FIRST YEAR

The following is a list of the major results and/or accomplishments of the project as reported in first Interim Report dated February, 1972. They are listed by levels, i.e., Kindergarten through Fifth (5th) Grade, Sixth (6th) Grade, Seventh (7th) through Ninth (9th) Grade, and Senior High.

Kindergarten to Fifth (5th) Grade Level

Initial thrust of the project for the first funded year was the implementation of curriculum and program activities beginning at the sixth (6th) grade level. No formal thrust was made in the Kindergarten (K) through Five (5) level.

Sixth (6th) Grade Level

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Pre-Program Classroom Activities	a. Students developed bulletin board displays. b. Students designed and made objects related to career fields in which they had an interest, e.g., posters, collages, book reports. c. Students obtained Social Security cards. d. A number of students not previously motivated to imaginative and/or creative activities reacted favorably, e.g., they made models, set up bulletin boards.
2. Teacher Orientation-Program Activities	Fifty-three (53) teachers, thirteen (13) principals, and six (6) instructional specialists at the twenty-three (23) participating schools took part in project orientation sessions.
3. First Formal Classroom Activity	1,750 students took part in a two-week orientation program which introduced them to the "World of Work", e.g., vocabulary, labor, Social Security.

6(d). FIRST YEAR - continued

Sixth (6th) Grade Level - continued

4. First-Hand Exposure to a Variety of Occupations	All 1,750 students participated in two consecutive field trips to the Career Center.
5. Career Exploration Activities	All 1,750 students completed a minimum of two (2) Individualized Career Studies (ICS). Student could choose from twenty-three (23) ICS's written on three (3) reading levels. During this period students took an average of two (2) field trips related to their career interests. They also interviewed people from business and industry in the classroom. The students developed scrapbooks, made independent and/or group reports, and were involved in group activities related to common career interests.
6. "Hands-On" Experiences Related to the Student's Occupational Interests	The opportunity for this activity was made available by vocational experience skill labs located in the Skill Trainer Van (STV). All 1,750 students have participated in six (6) hours of intense "hands-on" experiences in activities involving manipulative skills, e.g., operated calculators, took blood pressure, and built a telegraph.
7. Active Involvement of Syracuse Area	Forty-seven (47) local businesses and industries are participating in the project. Twenty-six (55%) of these developed or assisted in developing booths at the Career Center. (See Procedure No. 8). Twenty-four (51%) visited school classrooms as part of the program. Fifteen (32%) allowed field visits by classes to their business or industry.

6(d) - FIRST YEAR - continued

Sixth (6th) Grade Level - continued

Other specifically identified results of the philosophy and activities of the project are:

a. Successful implementation of individualized instruction in classrooms where formerly little or no individualization took place.

b. Teachers and principals observed students, previously identified as under-motivated, taking an enthusiastic attitude toward school, e.g., attendance increased in many cases.

c. Students who previously did very little reading were observed by the teachers taking a renewed interest in reading, e.g., they read books and pamphlets about careers in their quest for information concerning their career interest.

Junior High Level (Seventh (7th) - Ninth (9th) Grade)

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Introduction of Career Education Into the Curriculum	Ninety-five (95) English and social studies teachers at the junior high level introduced career education as part of their courses of study. In varying degrees, they used the curriculum materials developed by the junior high school writing team during the summer of 1971.
2. Field Trips to Business and Industry	At least 1,500 students participated in field trips related to the exploration of careers.
3. Opportunities for Out-of-School Experiences Related to Occupational Orientation	All seven (7) participating junior high schools have students involved in the Upstate Medical Center Occupational Orientation Program.
4. Career Planning Preparation	Indications are that, through the implementation of the program the students are better able to relate the skills of the subject areas (English, social studies) to their career plans.

6(d) - FIRST YEAR - continued

Junior High Level (Seventh (7th) - Ninth (9th) Grade) - continued

The Board of Education upon receiving orientation to the project philosophy and proposal, recognized the merits of career education at the junior high level.

As a result of the early success of the Elementary Guided Occupational Orientation Program and the curriculum materials produced by the junior high writing team the Board of Education has granted course approval to the Guided Occupational Orientation Program at the junior high level. Every student from grade seven (7) through nine (9) is to study career orientation and should spend approximately as much time on career study as he does in any one of his other courses. The student has to study career orientation in all of the four (4) areas to which he is assigned. One (1) unit of credit will be granted ninth (9th) graders for the career study course. Regular school credit will be granted to seventh (7th) and eighth (8th) graders.

Senior High Level - (Tenth (10th) - twelfth (12th) Grade)

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Preliminary Coordination of Work Experience Programs	Through individual and group counseling by the Occupational Resource Teacher as well as the publication of the Career Scene, students are more aware of work experience programs.
2. Occupational Horticultural Program	The project identified the lack of occupational education program in the field of agriculture. The project filled this need by developing and establishing an Occupational Horticultural Program at the senior high level.
3. Activities of the Occupational Resource Teachers	Identified 250 drop-outs or potential drop-outs. The Occupational Resource Teachers - - interviewed them regarding their needs - reviewed their schedules with counselors, teachers, and principals - prepared students for employment by giving students orientation to the world of work

6(d) - FIRST YEAR - continued

Senior High Level (Tenth (10th) - Twelfth (12th) Grade) - continued

4. Activities at the Occupational Learning Centers	One hundred five (105) students are continuing their education at these centers. These students would otherwise never have completed high school or received job training.
5. Continuation of the Career Education Programs Into Post-Secondary Institutions	Two hundred (200) senior high students are participating in a five (5) year program, three (3) of which are in high school. The remaining two (2), in the local community college. Students successful completion of high school programs guarantees entrance into the community college.

6(d). RESULTS AND ACCOMPLISHMENTS OF THE PROJECT - SECOND YEAR

The following is a list of the major result and/or accomplishments of the project as reported in the second Interim Report dated February, 1973. They are listed by levels, i.e., Kindergarten through Sixth (6th) Grade, Seventh (7th) through Ninth (9th) Grade, and Senior High.

Kindergarten through Sixth (6th) Grade Level

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Continuation of Sixth (6th) Grade Program	Sixth (6th) grade program as described in first year interim report has continued with little or no variation.
2. Implementation of Grade Five (5) Component to Project	2,456 fifth (5th) grade students are participating in a two-week social studies unit entitled, "The World of Work". This unit is being used by 93 teachers on a district wide basis in 36 schools.
3. State Funded Life-Centered Curriculum Proposal (VEA-Part C)	Seventy-six (76) teachers representing thirty-one (31) public and five (5) private non profit schools are participating in the development of a revised K through 6 curriculum. The purpose of the new curriculum is to integrate career education concepts into the existing curriculum.
4. Involvement of Schools Not Previously Affected By the Program	As a result of requests made by the principals of schools not receiving direct services from the project, more than twenty (20) workshops were held for teachers during the school year. Services and materials not including the Skill Trainer were made available to any teacher requesting.
5. Teacher Inservicing at the Fifth (5th) Grade Level	Quadrant workshops were held for all fifth (5th) grade teachers in the school district. The purpose of the workshops was to prepare the teachers to teach the two week "World of Work" Unit. The school district authorized early dismissal in order that the workshops could be held during school hours.

6(d) - SECOND YEAR - continued

Junior High Level (Seventh (7th) - Ninth (9th) Grade

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Additional Community-School Cooperative Programs Established	In addition to the three new programs described in Procedure No. 32, the major accomplishment was a commitment from the Niagara Mohawk Power Corporation relative to the project. Quote from letter received from Niagara Mohawk - "Niagara Mohawk will be happy to assume this role of leadership in the organization and implementation of this vital curriculum revision, and I will be working with Dick (Bannigan) and representatives of industry to ensure the success of this model program for Syracuse and New York State".
2. Integration of Career Education Into the Curriculum	Using the project flow chart described in Procedure No. 34, pages of this report, recommendations of the third party evaluator and reactions of the teachers to last year's curriculum materials, an integrated junior high school curriculum was developed. Sixty (60) curriculum resource kits were produced and distributed to all nine (9) junior high schools. Orientation and teacher workshops in the use and application of the contents of the kits were held in each school. Teachers of English, social studies, science, and mathematics in these schools are presently using the kits with their students on a daily basis.

3. Dissemination of Information to the State Education Department Regarding the Project

On September 14, 1972, representatives from various departments and bureaus of the New York State Education Department, who had an interest in career education, visited the program. The purpose of the visit was to observe what the Syracuse City School District is doing in the area of Career Education and how that can be incorporated into the total state plan.

The following persons were involved in the visitation:
Chief Ruth Ellen Ostler, Bureau health Occupations Education;
Chief Lee A. Traver, Bureau Agricultural Education;
Director Everett C. Lattimer, Division Occupational Education Supervision;
Chief Arthur J. Dudley, Bureau Industrial Arts Education;
Chief Douglas T. Adamson, Bureau of Distributive Education;
Associate, Marian W. Potter, Bureau of Distributive Education;
Chief Elizabeth A. Brown, Bureau Home Economics Education;
Chief Carl G. Benenati, Bureau of Trade & Technical Education;
Chief Hobart H. Conover, Bureau Business Education;
Director Robert H. Bielefeld, Division Occupational Education Supervision

Copies of all elementary and secondary project curriculum materials were taken back to Albany by members of the visitation team.

	Shortly after this visit, Mr. Sidney Johnson, Project Director, was contacted by Robert Bielfield, Director of Division of Occupational Education Supervision, requesting an additional set of junior high school kits. At the request of Mr. Bielfield, these kits were forwarded to the New York State Department of Correction for review in regard to their possible adaptation and use in prisons.
4. Increase in Funding for a Community-School Cooperative Program	The Upstate Medical Center Occupational Orientation Program described in Procedure No. 19 is funded separately under State Vocational Education funds. Because (1) the program evaluation proved so successful in its own right and (2) because the program served as a model for later programs, the funding for the program was increased by 100%. This additional funding enabled the school district to increase the number of children participating in the program from 100 to 200.
5. Increased Participation of Staff Members Relative to the Dissemination of Information About the Project	One of the responsibilities of a Part D - Exemplary Project is to be a model for the state. Our quarterly reports clearly indicate that the participation of staff members in statewide dissemination activities has increased greatly. More than 100 requests for information, curriculum materials, program procedures, and on-site visits were recorded during this interview period.

Junior High Level Seventh (7th) - Ninth (9th) Grades - continued

6. On-site Visit by Mrs. Julie Nixon Eisenhower to the Project	One of the highlights of this interim period was the visitation by Mrs. Julie Nixon Eisenhower on October 30, 1972. At that time, Mrs. Eisenhower visited Levy Junior High School which had piloted the new junior high program. Her program was to be restricted to one site. That being the case, elements of the total Guided Occupational Orientation Program were brought to the school to provide her with the greatest exposure to the different components of the Career Education Program, operating at the elementary, junior and senior high levels. Elements of the Career Center were brought to the school. This consisted of setting up two career booths and providing the appropriate GOOP curriculum materials for display. In addition, the Skill Trainer van, a mobile teaching unit, was placed on the grounds and was visited by Mrs. Eisenhower. The van was in operation at the time.

Senior High Level (Tenth (10th) - Twelfth (12th) Grades)

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Senior High School Components Spell Out Objectives and Complete Evaluation Designs	Prior to this period, there has been a lack of positive articulation between the senior high school components and the activities occurring at the junior high and elementary levels. Following a series of meetings, specific objectives and evaluation designs have been developed for the three (3) senior high components. These designs met with the approval of the third party evaluator, E.S.I.

6(d) - SECOND YEAR - continued

Senior High Level (Tenth (10th) - Twelfth (12th) Grades) - continued

2. Guidance Personnel Begin to Adopt Project Philosophy	The success of the activities developed by the project's Occupational Resource Specialists have influenced guidance personnel to the extent that they are actively participating in the project's activities, e.g., the senior high school guidance counselors have developed a set of job objectives based on the objectives of the Career Education Program.

General

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. District-Wide Identification With the Project	As a result of the Board of Education Resolution of August 15, 1972, declaring the school year 1972-73 as the Year of Career Awareness, there has been more identification of district members with the project. The concepts of Career Education are being considered in - 1. Policy making decisions 2. Allocation of resources 3. Development of mini courses 4. Teacher inservice sessions 5. Long range planning
2. National Recognition of Project by the National Education Association (NEA) and its President, Mrs. Catherine Barrett	Dr. Walter A. Graves, Executive Director, contacted our project's Career Center to discuss the possibility of featuring the GOOP in a forthcoming issue of Today's Education. The school district and project staff enthusiastically accepted the offer. At approximately the same time, Mrs. Catherine Barrett, President of the NEA, indicated an interest in visiting the project.

General - continued

Dr. Graves and a staff photographer spent November 3, 1972, photographing the project and obtaining story information for the article to be featured in the February edition of Today's Education.

On November 7, 1972, Mrs. Barrett visited the project. Photographs of her visit were forwarded to Dr. Graves for inclusion in the article.

One of the results of Mrs. Barrett's visit was that she taped an address to the elementary teachers involved in the development of the Life Centered Curriculum.

This address was also published in the Syracuse Teacher's Association Newsletter.

6(d) RESULTS AND ACCOMPLISHMENTS OF THE PROJECT - February 1973 - July 1974.

The following is a list of major results and/or accomplishments of the project during its final stage. These are listed by levels, i.e., Kindergarten through Sixth (6th) Grade, Seventh (7th) through Ninth (9th) Grade, and Senior High - Grades Ten (10) through Twelve (12).

Elementary - (Kindergarten - Sixth (6th) Grade)

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Redirection of Curricula to Include Career Education as an Integral Part of Total Instructional Process	The Life Centered Curriculum will be the total elementary social studies curriculum with major emphasis on career awareness and self-awareness integrated into the traditional content. This is intended to be the nucleus of a total interdisciplinary program in the elementary division.
2. Adoption of Previous Fifth (5th) and Sixth (6th) Grade Programs by Syracuse City School District	The district has supported and totally subsidized the Fifth (5th) and Sixth (6th) Grade portions of the Guided Occupational Orientation Program.

Junior High Level - (Seventh (7th) - Ninth (9th) Grades

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Increased Response About Occupational Division	There has been a lack of inquiries about the school district's Occupational Division opportunities. Field trips for teachers and counselors were arranged by Occupational Resource Specialists for seven (7) junior high schools. Comments for more workshops of this type were noted and also noted was an increase in small group visitation by students, as well as a definite increase in requests for information by the guidance counselors of the Occupational Division.

6(d) - FEBRUARY 1973 - JULY 1974 - continued

Junior High Level (Seventh (7th) - Ninth (9th) Grades) - continued

2. Career Education Emphasis	Career Days and other career type functions were emphasized by individual schools this past year to a greater degree. Many educators - in district and out of district - feel career education should be emphasized.

Senior High Level (Tenth (10th) - Twelfth (12th) Grades)

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Employability Orientation Program	A concern that our career education staff found among members of the community groups was that prospective employees were not skilled in seeking employment. The Occupational Resource Specialists have experimented with the Employability Orientation Program and expanded it during the summer of 1974. Different high schools will be offering this program in different forms; individual mini courses (10 weeks) or as part of a social studies semester course. For further information about expanded and formalized program, See Appendix - Vol. IV - Sect. E, No. 2).
2. Work-Study Earnings	Syracuse City School District students who were in various work-study programs earned over nine hundred thousand dollars ($900,000) during school year 1973-74 - an increase of almost four hundred thousand ($400,000) since the first year of the program (school year 1970-71).

6(d) - FEBRUARY 1973 - JULY 1974 - continued

General

Program Components To Meet Project Objectives	Major Results/Accomplishments
1. Volunteer Program	Emphasis was made by the Occupational Resource Specialists to expose students to opportunities of job exploration by volunteers. As of this writing, over fifty (50) students from the city school district have taken advantage this summer (1974). The Guided Occupational Orientation Program project administrator was involved in an advisory capacity for a proposal being written by the P.E.A.C.E., Incorporated - a local anti-poverty agency/ It is hoped that,if funded, P.E.A.C.E. will complement the city school district's volunteer program.
2. Community Resources	Rapport has been established with many cooperative businesses and industries which has resulted in attempting to provide the best and most productive field trips and other resources. Some methods for ensuring successful resources are - 1) Slide-tape presentations made jointly by business/industry and Occupational Resource Specialists. 2) Individual products for city school district use - utility truck with equipment designed and manufactured by Niagara Mohawk (a Power utility)
3. Community Workshops	Workshops were held by career education staff to expose our program to individuals who are connected with the Syracuse City School District either directly or indirectly (parent groups, business community, teachers).

6 (e) EVALUATION OF THE PROJECT

PLEASE SEE VOLUME II WHICH HAS BEEN PREPARED BY THE THIRD PARTY EVALUATOR, EDUCATIONAL SERVICES, INCORPORATED, WACO, TEXAS

6 (f) CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

6 (f) CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The following activities, conclusions, implications, and recommendations were reported in the February, 1972 Interim Report. Additional information has been added in the form of "Latest Recommendations" which will give the reader the current feeling about the particular activity based on the career education staff's latest experiences.

February 1972 Interim Report

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
ELEMENTARY			
A. Commitment of school administrators to the project.	A. The success of a project depends on whether school administrator is committed to it.	A. If you do not have support of administrators you will not get the support of the teachers.	A. Secure support of each school administrator prior to attempting implementation of project. *LATEST RECOMMENDATION:* Have administrators actually involved in writing implementation.
B. Criteria for selection of staff, e.g., project coordinator.	B. The staff must be made up of people with background and experiences which meet the objectives of the program.	B. Do not hire people for program of this nature whose backgrounds are limited to educational training.	B. Hire people for career education program who have demonstrated success in both business and education.
C. Dissemination of the philosophy of the project to administrators and teachers.	C. When the program was implemented in the schools, the teachers were more responsive to it because they had had a part in its development.	C. Teachers who are not brought in on planning of programs generally do not favor the programs.	C. Involve teachers in planning any career education program.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
ELEMENTARY - continued			
D. Materials were developed which the student could use with an absolute minimum of teacher guidance.	D. We found that many teachers had limited business and industrial experiences. Therefore, materials had to be developed which the student could use with a limited amount of teacher help.	D. Cost of teacher workshops to train teachers in career education is much more expensive than developing the materials.	D. Select teacher writing teams to develop individualized instructional materials for career education programs.
E. Development of facilities to provide for - 1. exposure to a variety of occupations 2. "hands-on" experiences related to those occupations.	E. Utilizing separate facilities, e.g., Skill Trainer Van, proved the validity of the original concept as outlined in the proposal.		E. Programs of this type need separate facilities because of the unique activities in which the students engage.
F. Involvement of business and industry.	F. Involvement of business and industry afforded the program and the students facilities, materials, and opportunities that might otherwise not be available.	F. To make career education successful, students must have personal contact with the personnel and facilities of business and industry.	F. Every effort possible must be made to involve business and industry directly in programs of this type. *LATEST RECOMMENDATION:* One successful method of business and industrial involvement is to have representatives actually visit the schools for workshops to involve them in planning and implementation of program.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
ELEMENTARY - continued			
G. Teacher orientation and evaluation of curriculum (summer workshops).	G. Teachers should have opportunity to use, review, and evaluate curriculum materials prior to implementation.	G. Teachers should be familiar with material content and its utilization.	G. Teachers should be familiar with and have opportunity to evaluate all classroom materials they are expected to use.
H. Teacher orientation to program.	H. The extent of teacher orientation allowed for implementation of a program with minimum problems encountered. The procedure of orienting on an individual school basis proved most successful.	H. The teachers felt they were getting more individual attention at this type of orientation as opposed to a multi-school meeting.	H. Teachers should be oriented to career programs on an individual school basis. Every school has unique problems and it is too difficult to deal with these problems in a multi-school meeting.
I. On-going evaluation of curriculum materials by teachers and students.	I. First efforts of the writing team, e.g., LAP's proved to be inadequate. Upon teacher recommendations a new format was developed, e.g., I.C.S. I.C.S. has proven to be most successful.	I. There was willingness on the part of the project staff to respond to teacher-student suggestions.	I. After materials are developed and piloted it is necessary to reassess their effectiveness and make whatever changes are deemed necessary by staff and students.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
ELEMENTARY - continued			
J. Dissemination of information regarding the program.	J. The extent of the use of available news media, and presentations before school and community agencies generates positive support and involvement toward the program.	J. When cooperation and assistance from the community is solicited a more positive response is forthcoming.	J. Every opportunity to disseminate information of what is going on in the program should be used to advantage.
JUNIOR HIGH SCHOOL (Activities A and B alone are applicable to the junior high school)			
K. Dissemination of philosophy of the project to administrators and teachers by the ORS personnel.	K. Dissemination, orientation and implementation were concurrent. Therefore, teachers at the junior high school level did not receive prior opportunities for inservicing or participation in program planning. The result was teacher reluctance to accept curriculum materials and the philosophy and criterion of the program.	K. Teachers who are not brought in initially in the planning of the program do not favor the program.	K. Involve the teachers in planning of any career education program.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH - continued			
L. Selection and accomplishments of the secondary writing team.	L. A total of seven (7) teachers representing the participating junior high schools in the subject areas of English, social studies, science, and math developed an Orientation Idea Booklet, 28 Planning Guides, (covering seven (7) occupational areas), a Teacher's Guide to Resources, and a Teacher's Manual. The title given to these materials was "Careers Unlimited".	L. If membership on the writing team does not include representatives of each of the subject areas, the materials developed will not be reflective of a wide area of study.	L. That teachers from each of the subject areas be represented on the curriculum writing team. *LATEST RECOMMENDATION:* Not only <u>all</u> subject areas should be represented but <u>all</u> schools that will be implementing career education programs should have representatives on any writing teams.
M. Materials were developed that the teacher and student could use in formulating a contractural agreement for the exploration of careers.	M. It was found that many teachers either failed to use or refused to use the curriculum materials.	M. Failure to allow opportunity and time for teacher orientation and inservicing resulted in teacher resistance in the adoption of new curriculum ideas.	M. To follow the implementation sequence used in the elementary program, e.g., initial teacher involvement in planning, orientation, and inservicing.
N. Orientation of new project staff to the district, e.g., Occupational Resource Specialists (ORS).	N. In order for the ORS to operate efficiently at the secondary level he/she should be fully	N. There are many occupationally oriented programs in the district and the community of which the regular class-	N. There should be available at the junior high level a person(s) fully informed of all career education possi-
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ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH - continued			
	N. (continued) oriented to all on-going vocational and work-experience programs in the district, be acquainted with program personnel and personnel representing community agencies.	N. (continued) room teacher is not aware.	N. (continued) bilities that could be used as a resource person for the classroom teacher(s). *LATEST RECOMMENDATION:* Ideally, this person should have the flexibility to move from the school to the community and vice versa.
O. Implementation of program at junior high school level.	O. It was expected that all the participating junior high schools would implement the program at approximately the same time. However, less than half of the schools implemented the curriculum as it was intended.	O. The attempt was made to implement the program in too many schools at the same time.	O. New curriculum approaches at the junior high level should be initially implemented on a pilot basis. Direction and evaluation should be required.
P. Joint City School District-Community Occupational Orientation Program, e.g., Upstate Medical Center Project.	P. Students identified as under-achievers in the classroom react most favorably in a learning atmosphere directly related to the world of work.	P. While not a specific objective of the Upstate Medical Center Occupational Orientation Program, the students displayed a marked change in their attitudes towards personal grooming, attentiveness, cooperation	P. Similar programs be developed in other business/industrial environments so as to increase opportunities for students.

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ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH - continued			
		P. (continued) and positive group interaction which carried over into the regular classroom.	
SENIOR HIGH SCHOOL (Activity N is applicable)			
Q. Publication of a career-oriented newsletter, "Career Scene".	Q. Making students aware of the special educational opportunities available to them in an informal manner proved to be more successful than the standard formal course offering.	Q. Many of the most unique and most meaningful course offerings available to high school students became lost when lumped into a large course offer listing.	Q. A newsletter or paper should be considered as a vehicle for career education dissemination. *LATEST RECOMMENDATION:* Such a newsletter can be helpful in showing students various programs available within the school district.
R. O.V.I.S. Testing and dissemination through small group counseling methods.	R. There was increased student activities with counselors in regard to career planning.	R. When the results of aptitude and interest surveys are explained to small groups more students show positive reactions.	R. Counselors should explain survey scores and results to small groups and allow for student responses. *LATEST RECOMMENDATION:* The ORS have been aiding counselors in this function.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
S. Organizing joint activities with business, industry, and government at the senior high level.	S. Students showed exceptional interest and participation in activities related to career education when held at on-site locations.	S. Students appear to be more motivated when confronted with real life situations.	S. Make more programs of this type available where students can observe and participate in first hand learning experiences. *LATEST RECOMMENDATION:* Since the report, many such programs have been initiated.

6 (f) CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

The following activities conclusions, implications, and recommendations were reported in the February, 1973 Interim Report. Additional information has been added in the form of the "Latest Recommendation" which will give the reader the current feeling about the particular activity based on the career education staff's latest experiences.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
ELEMENTARY			
A. Development of a project component at the 5th grade level.	A. In order to make maximum utilization of the career awareness concept at the elementary level, the project must make a greater impact at all grade levels.	A. If one accepts the concept that awareness should begin in the early stages of child development, the schools must provide continuous career education activities. These activities must begin as early in the child's educational program as time and and money will allow.	A. Evidence indicates that large number of students start dropping out of school at the junior high level. Therefore, to help alleviate this problem it is recommended that career education programs be put into the 5th and 6th grade first and then build the program downward.
B. Development of a Life Centered Curriculum for K through 6.	B. In order to provide for career education in a non-graded continuous progress school system, the concepts of career awareness must become an integral part of the total elementary curriculum. The Syracuse City School system	B. If career awareness is not an integral part of a curriculum design, it is quite possible that career awareness will become an appendage to the curriculum, or taught in a haphazard fashion, or not taught at all.	B. School districts involved in career education programs must not view career education as an "add on" but as the catalyst for a total curriculum revision.

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ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
	B. (continued) is making a major effort to move in the direction of a continuous progress program through individualized instruction.		
C. Increasing demands on the part of elementary students, parents, and teachers for more "hands-on" activities, i.e., Skill Trainer Van activities.	C. "Hands-on" activities are necessary to a successful career education program. These activities provide the children with - success experiences - application of basic skills for individual satisfaction - interest-centered group interaction for problem solving.	C. A career education program lacking "hands-on" experiences does not fully provide for individual success experiences, e.g., it is not enough for a child to know that a secretary must use a typewriter, the child must be able to have "hands-on" activities with a typewriter.	C. School districts involved in career education programs must provide for "hands-on" experiences for the students.
D. The techniques for providing "hands-on" activities which take place in the Skill Trainver Van serves as a laboratory for methods of individualizing instruction.	D. By providing a teacher with the opportunity to participate with her class in a program of individualized instruction, the teacher can quickly identify with individualized techniques and procedures.	D. By providing teacher participation in "hands-on" individualized activities, the teachers are active participants in the process rather than passive observers.	D. School districts implementing new programs should look for secondary effect in the activities provided in the program, e.g., the primary purpose of the "hands-on" experiences is to assist children with their skill, but a secondary purpose is serving as a "methods" laboratory.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH			
E. Establishment of Career Education Resource Centers within each junior high school.	E. Much of the success of career education activities depends on the availability of career education resource materials.	E. If resource materials for career education are not readily available within each school, teacher utilization of career education activities is significantly diminished.	E. A career education Program must provide equal career education resources to each participating school. *LATEST RECOMMENDATION:* Much funding does not have to be a priority in establishing Career Education Resource Center. Many local, state, and federal agencies provide free career education materials
F. Development of a Project Flow Chart.	F. The development of a project flow chart consisting of goals, objectives, and evaluation techniques for 1.Total project 2.Levels of career development - a.Awareness b.Exploration c.Preparation 3.Grade level by a.Provided for easier administration of the project b Provided for sequential curriculum development.	F. Teachers and administrators were quicker to identify their roles and responsibilities as participants in the development of career education when they were able to examine the project flow chart.	F. Personnel involved in the development and implementation of career education activities should be provided with a project flow chart. *LATEST RECOMMENDATION:* The flow chart is very successful in the career education planning stages - it is also a helpful instrument in explaining the program to parents and community representatives.

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ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH - continued			
	F. (continued) c. Provided a basis for articulation between various project components. 4. Acted as a cohesive instrument for the integration of career education into the curriculum.		
G. Curriculum Design for flexibility, replication, subject focus of objectives, broad range of activities and supportive resources.	G. Evidence indicated that curriculum guides which were bound or stapled in booklet form are not well received because - - they lack flexibility - are not easily edited - allow little or no room for teacher input - are easily lost or misplaced - contents are difficult to reproduce - do not provide teachers the opportunity to renew what is being (continued next page)	G. Career education curriculum materials that do not allow for flexibility, replication, subject focus of objectives, broad range of activities, and supportive resources are impractical.	G. Career education materials should be developed in kit form. The kits should be organized in the following manner: 1. Index by objectives that meet grade level goals. 2. Organize similar materials using pocket folders, e.g., activity sheets are in one pocket and resource sheets are in other pocket. 3. Color Code by subject area, e.g., yellow (continued next page)

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH - continued			
	G. (continued) done in other subjects. Therefore, the teacher writing team developed an easily accessible curriculum guide and resource kit.		G. (continued) for science, green for social studies, blue for English, pink for math. 4. State Objective on every activity sheet and on every resource sheet. 5. Explain purpose of objective on every activity sheet. 6. Describe the focus of the subject in relation to the objective. 7. Indicate whether activities are large group, small group, or individual. 8. Every activity and resource sheet must be of suitable quality to be a master for replication and duplication. *LATEST RECOMMENDATION:* There does not have to be many of these kits. The secret is that they are located in key locations (library, faculty room).

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH - continued			
H. The organization of identified and verified out of school resources.	H. We had a great deal of difficulty in disseminating to all teachers new information regarding out of school resources, e.g., speakers, films, field trips. Simplest method to answer this problem was determined to be an indexed card file located in every junior high school library. This card file was indexed and cross-indexed by - 1. Career cluster identification 2. By subject relationship 3. Coding as to whether the card represented a business, industry, club, professional organization, or professional society.	H. If you plan to provide teachers with a list of resources that is inexpensive to maintain, is readily available, can be added to - or deleted from - and will be used - then develop a card file located in each school.	H. Choose a card index system to identify resources rather than published, printed and stapled booklets. *LATEST RECOMMENDATION:* A resource, to be effective, must be made current at least once a year. This method helps update with minimal amount of trouble.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH - continued			
I. Career exploration at the junior high school level.	I. As we increase career education activities, the need to have more flexible scheduling and the need for more transportation becomes apparent.	I. Schools involved in career education must provide for more flexibility in student scheduling.	I. School district should investigate all types of scheduling techniques so as to provide the flexibility necessary for career exploration activities.
SENIOR HIGH			
J. Application of the Occupational Learning Center concept to the regular high school facility.	J. The Occupational Learning Centers operate on an integrated school-work concept, have a shorter school day, and provide a career education program. The Occupational Learning Centers are located in facilities not connected to the high schools in the community. They have demonstrated significantly measurable success in retaining students who would normally fail to finish school.	J. A major cause of students dropping out of school is the lack of identification on the part of the student with the traditional school concepts. Flexible concepts such as variation in school hours, application of subject matter to everyday work situations, continuous success experiences to motivate students, and part time employment, are necessary in retaining many students.	J. School districts which are dedicated to providing a number of programs to meet the needs of students should institute and utilize Occupational Learning Centers. The district should further utilize the concepts of career education found in the operation of the center to provide more flexible high school programs.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
SENIOR HIGH - continued			
K. Coordinated School-Community activities.	K. Experience has proven that a school district attempting to make "one on one" contact with business and industry cannot provide the quantative experiences necessary to meet the needs of the students. The development of activities for senior high school students (both in-and-out of school) to provide direct contact with the world of work requires a centralized cooperative effort from within the community.	K. The development of cooperative programs within the community for student exploratory activity requires acceptance and commitment from "top level" management.	K. School district should identify a major business or industry such as a utility company and seek their commitment to act as the community coordinator. The coordination activities should include: 1. Establishment of a steering committee involving major businesses and industries. 2. Establish subcommittees involving smaller businesses and industries. 3. Seek cooperation from local Chamber of Commerce, Manufacturer's Association, Unions, etc. 4. Develop with the school district priorities for interaction in regard to curriculum and needs. *LATEST RECOMMENDATION:* There are many professional clubs and organizations that are looking for ways to be of assistance to students, (continued next page)

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
SENIOR HIGH - continued			
			K. (continued) e.g., Transportation Club of Syracuse represents people of aviation, trucking, industry, etc.
L. Integration of career education activities with senior high school academic subjects.	L. Our experiences with the senior high school career education programs such as P.A.C.E. indicates that students want to participate in these programs once they have been exposed to such programs. Therefore, we conclude that a strong, solid, interesting career education program at the elementary and junior high school is necessary to create student demand for such programs at the senior high level.	L. A great deal of work needs to be done in order to integrate career education activities with the senior high academic subject areas. A demand on the part of the students and their parents for such activities will "speed" up the integration of these activities with the senior high academic subject areas.	L. School districts should build a strong solid, interesting career education program at the elementary and junior high school levels before starting a high school program.

6.(f) CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The following activities, conclusions, implications, and recommendations are based on the final stage of the Career Education Program (February 1973-July 1974).

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
ELEMENTARY			
A. Development of Self-Awareness Units.	A. Self-Awareness Units have been seen as vital by teachers and students.	A. Career education must be viewed as a total life style - the development of self-awareness concept is one important aspect.	A. When planning career education formats it is important that self-awareness components are built into the program.
JUNIOR HIGH			
B. Career Planner to be filled out by ninth (9th) grade students.	B. The percentage of Career Planners that have been filled out has increased every year.	B. If teacher and students are to be involved in career education it must be done by people who are "sold" on career education because they have had time to explore and see it as a necessary component to education.	B. Key school individuals are the most effective individuals in starting programs and involve students.

ACTIVITY	CONCLUSION	IMPLICATION	RECOMMENDATION
JUNIOR HIGH AND SENIOR HIGH			
C. Development of business, industrial government, and other community agencies as resources.	C. Very seldom is a potential resource unwilling to cooperate with school districts.	C. The technique of approaching a potential resource is very important.	C. If cooperation is to be obtained it is important that resources be sought in a professional manner. Also, if the correct individuals are approached within a company the chance of cooperation is great, i.e., finding the public relations man.
SENIOR HIGH			
D. Gaining skills and knowledge about seeking employment through an employability orientation program.	D. The Career education program has experimented with an employability orientation program, and an expanded version will be offered through the social studies department to high school students.	D. Parents, community leaders and business leaders feel that many potential employees do not have the necessary skills and knowledge to seek employment. It was also found that often during a student's high school career he or she feels that learning about employment opportunities is not important or opportunities are not available for developing skills or acquiring knowledge about employment.	D. It is recommended that one's career education program at the high school level should include employability orientation material so that when the time comes for a student to seek employment he or she will be prepared.

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